NO MORE BUTTS!

Program Implementation Guide

NO MORE BUTTS!

NOVA SCOTIA
Department of Health

No More Butts! is sponsored by the Nova Scotia Department of Health, Public Health Services and Addiction Services within the District Health Authorities, and interested high schools.

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Foreword

This Program Implementation Guide has been designed to help Public Health Services and Addictions Services staff across Nova Scotia successfully implement *No More Butts!*

The implementation guidelines, suggested timeframes, Training Day agenda, and content script have been developed based upon recommendations from the pilot program students, staff, and the program facilitators, as well as six years experience with a similar peer-led stop smoking program for high school students.

The timeframes, guidelines, Training Day outline, and content script are very detailed. The intent is to support first time *No More Butts!* program facilitators, as well as those who may be new to either the tobacco issue or peer facilitation, or both.

The information and support contained in this guide are essential for peer leaders and staff advisers. But feel free to use your own creative and effective ways to cover the information and provide support to the peer leader and staff adviser teams in your high schools.

The easiest way to orientate yourself to *No More Butts!* is to

- Skim through this *Program Implementation Guide.*
- Read the *Participant Handbook* and *Buddy Handbook* to see the tools and flow of the process that participants and their buddies will use to prepare to quit and work to stay smoke free or to smoke less.
- Read Appendix A, Promoting *No More Butts!* on page 25, in the Training Notes section of the *Peer Leader's Guide,* as well as the Recruitment Meeting and Meeting 1-15 in the Meeting Plans section of the *Peer Leader's Guide.* This will help you to understand what is required of the peer leaders, and see clearly how they support the participants and buddies through the 15 meetings.
- Return to the *Program Implementation Guide* and begin to develop your own health district implementation plan for *No More Butts!*

Paul McDonald, Ph.D., Assistant Professor, Health Studies University of Waterloo, Director, Health Behaviour Research Group, and Director, Centre for Applied Health Research, provided the following assessment of the *No More Butts!* pilot program results. Based upon his assessment, you can feel confident that you are offering a useful high school stop smoking program.

> *While most programs are not effective, preliminary results from your program appear to compare favorably with the handful of treatments that are effective. For example, your four week abstinence rate of 21 per cent is statistically equal to the 22.7 per cent*

30 day abstinence rate that Zhu and his colleagues recently obtained in a sophisticated study of 1400 California adolescent smokers. Studies by Cinnomin and Sussman (20%), Prince (16%) Quinlan and McCaul (14%) produced 30-day quit rates lower than yours.

Your results in reducing consumption also appear to be quite impressive. In one of the few large-scale randomized studies to report an effective cessation program, Dino and her colleagues (2001) had tobacco reduction rates similar to yours.

It is my opinion that your program is certainly very worthy of continued development and evaluation.

All the best as you work with high schools to support students who want to make an attempt to stop smoking tobacco!

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Acknowledgements

No More Butts! (2002) was developed in response to feedback regarding the Nova Scotia Department of Health *Student Quit and Win* program which was implemented by high schools in the Capital Health region from 1995–2001. The feedback was collected from students who participated in the program to quit smoking, as well as their buddies, high school peer leaders, staff advisers, and principals.

Dr. Paul McDonald of the Health Behaviour Research Group, University of Waterloo, and the Centre for Behavioural Research and Program Evaluation, National Cancer Institute of Canada, recommended that *Student Quit and Win* be updated, rather than adopting an entirely new program. He recommended this because *Student Quit and Win* had consistently achieved results comparable to other youth stop-smoking programs developed elsewhere.

The *No More Butts!* program design and content are based on

- a review of the published literature related to tobacco-use reduction programs for teens and adults completed by Public Health Services, Capital Health, in 2001
- focus groups with program participants and buddies, peer leaders, staff advisers, and high school principals, conducted by Public Health Services, Capital Health
- *Student Quit and Win*, Nova Scotia Department of Health, 1994
- *Kick the Nic 2000*, British Columbia Ministry of Health, 1999
- expert input from Dr. Paul McDonald, Health Behaviour Research Group, University of Waterloo
- expert input from a committee of health professionals working in the fields of addiction and tobacco reduction across Nova Scotia (Youth Cessation Program Development Committee)
- review and feedback from the Premier's Youth Tobacco Advisory Committee November 2001
- review and feedback from an ex-smoker, peer leader, and staff adviser previously involved with *Student Quit and Win*, a peer leader with the *No More Butts!* pilot program, as well as other high school students in Capital Health region
- feedback from the *No More Butts!* pilot program (February–May 2002) which involved participants, buddies, and staff advisers from 10 schools across Nova Scotia, as well as staff from Public Health and Addiction Services, who facilitated the program in their region

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Welcome to *No More Butts!*

No More Butts! —An introduction to what it is and how it works

No More Butts! (2002) is a peer-led, stop smoking program for high school–aged students who smoke daily and who want to quit smoking. The goal of *No More Butts!* is to help interested high school students to become tobacco free.

The program has been designed for use in high schools, but could be used with any group of youth who smoke tobacco daily, want to quit, and are able to meet for 40 minutes twice a week, over seven and a half weeks.

The program content and format

- are based on the social cognitive theory of behavioural change
- were designed as a "best practice" program, based on what practitioners have learned and research has demonstrated to be most effective for behaviour change
- are participant-focused and based upon input from high school students
- use the Stages of Change model to help participants understand that quitting smoking is a process, where they are in the process, and what they need to do to move toward their goal of quitting

This peer-led program provides individual and peer group support, as well as incentives to attract people to the program and acknowledge their ongoing participation and effort. Program participants are asked to find and bring a friend (buddy) to support them during the meetings and beyond the school day.

Twice a week participants and their buddies participate in 40-minute, action packed meetings during the lunch period—doing self-assessment and reflection activities; completing activities with their buddies or small groups; learning and practicing skills; developing and testing plans to cope with urges to smoke and withdrawal without using tobacco; and sharing what worked and what didn't. At Meeting 5 they have a chance to use what they have learned about themselves and their skills to cope without smoking, to plan and practice going without smoking for 24 hours. Then they have a chance to revise their plan based on what they and others in the group learned, and to test it again before Quit Day at Meeting 7.

Each person in the group has their own *Participant* or *Buddy Handbook*. The handbook contains all the information, activities, assessment and planning tools, and skills development information that they will learn and use during the peer-facilitated meetings. They can use these resourses outside the meetings as they go through the process of changing their smoking behaviour—and for future quit attempts.

The chance to enter a draw for a personal CD player per school is used as an incentive to attract people to the program. Anyone smoke free for at least 4 weeks is eligible for the draw. Their buddy automatically wins a $20 music store gift certificate. People smoke free for at least 2 weeks are eligible for a draw for one of two $20 music store gift certificates. Buddies who participate in 12 or more meetings will have their names entered in a second draw for one of two $20 gift certificates. Sugar-free gum, balloons, and paper clips are used for visualization and stress-busting activities and for "cope kits." Everyone in the program on Quit Day receives a stress ball to recognize their participation and effort. All participants and buddies who finish the program, as well as peer leaders and staff advisers, receive recognition certificates.

Once a school has agreed to participate, the principal recruits an interested staff person, who is respected by students, as a staff adviser. The staff adviser then recruits three peer leaders from grade 11 or 12, who do not smoke, and who are "credible" with people who smoke in their school.

Staff from Public Health Services or Addictions Services then facilitate a five-hour, interactive *No More Butts!* training session for school staff advisers and peer leaders. Groups of up to four high schools participate in a local training day together.

These training days have been evaluated by peer leaders as fun and useful in preparing them to promote the stop smoking program, and to facilitate the lunch-time, group meetings. The content of the training day is included in the Training Day section of this guide.

***No More Butts!* is based on the following assumptions:**

- teens want to stop smoking
- teens who come to the meetings have decided they want to quit smoking
- social situations, and support from a friend, appeal to teens
- learning to stop using tobacco is a process
- knowledge and skills to help people stop smoking can be learned
- by practicing their skills and plans, people learn from their successes and failures
- tobacco addiction has physical, psychological, emotional, and behavioural components
- it is important for teens to believe they have learned knowledge and skills that, if used over time, will enable them to stop smoking

Why *No More Butts!* Was Developed

No More Butts! is the only "free" peer-led tobacco reduction program available for high school-aged youth in Nova Scotia at present. At today's rates, 65,000 Nova Scotian children and teens alive today will become regular smokers. Of these, 32,500 will die prematurely from tobacco-related illnesses.

This program is just one component of *A Comprehensive Tobacco Strategy for Nova Scotia*, (2001) Nova Scotia Department of Health.

In 2002 *No More Butts!* was piloted by Public Health Services and Addiction Services in partnership with 22 high schools across Nova Scotia. Based on feedback and evaluations from the pilot, the revised program will be launched in 2002–03, and will be evaluated.

How Well *No More Butts!* Works

No More Butts! had results equal to the best youth stop smoking programs in the published literature for participant recruitment and reduced tobacco consumption. It was within 10% of the mean for participant retention.

Eighty-one percent (81%) of participants in the program on Quit Day were smoke free (43%), or had cut down by half or more (38%) by the end of the program. Even when everyone who signed up and came to one or more meetings is included, 30% were smoke free and 29% cut down by half or more.

Scheduling *No More Butts!* within the School Year

Many schools in Nova Scotia have exams at the end of January and they all have March Break. *No More Butts!* participants can't quit and be left unsupported over the March Break. As a result, late February or early March seem to be the only time *No More Butts!* can both fit within the school calendar and meet the needs of participants, peer leaders, and staff advisers.

Suggested Timeframe

high schools invited to participate—late September to early October

interested schools recruit a staff adviser and 3 peer leaders – October, November

peer leader and staff adviser training—early February

two week program promotion in schools—mid- to late February or early to mid-March

30 minute, peer-led, program Recruitment Meeting (orientation) for interested students—last week in February or week following March Break

program start—Tuesday in the first week of March or last week of March (Tuesday and Thursday meetings work best to avoid students being absent due to holidays and professional development days)

Meeting 1 must be on a Tuesday (or Monday) so the participants are supported in school for their first three days after Quit Day. Day 3 is common for relapse.

program finish—late April or mid-May

Recruitment, Retention, and Support of Participants

Successful teen stop-smoking programs require the ability to recruit, retain, and provide ongoing support for participants. Although successful recruitment strategies will vary depending on the school, the following suggestions from *Kick the Nic 2000*, are based on research and previous practitioner experience.

In its pilot year, *No More Butts!* peer leaders and staff advisers recruited more people than the best programs in the literature (6% of smokers).

Recruitment

Place posters on school bulletin boards and near areas where students who smoke "hang out" in the school and community (Posters provided by the Department of Health).

Encourage people interested in quitting to recruit friends.

Encourage people to come with a friend.

Advertise over the public address system (PA), on school websites, and on school video displays and radio stations (Peer Leaders).

Give personal invitations to people in the smoking area (Provided by the Nova Scotia Department of Health).

Hold a recruitment/marketing meeting that includes incentives to attend. (Recruitment Meeting plan, including the peer leader script, fun visualization activities with bubble-gum, relaxation exercises, and handouts, is included in the Meeting Plans section of the *Peer Leader's Guide*.)

Ask teachers, Guidance staff, Teen Health Centre staff, Public Health Nurses, and Addiction Services staff who visit the school to refer those students they have met with who have said they want to stop smoking.

Full details to help peer leaders and others student committees create and implement simple and inexpensive promotional ideas that will work *in their school*, are included on page 25 of the *Peer Leader's Guide* "Promoting *No More Butts!* In Your School" (including sample text for announcements, posters, flyers, and invitations).

Retention

Keeping people in the program can be a challenge. Meetings must be held at a time and place that are conducive to student attendance. Having meetings at the same time and place has been key for regular, timely attendance by peer leaders and participants. As well it is useful to

- provide incentives such as gum, "cope kits," a lunch, prizes for attendance, and a draw for prizes (Attendance and draw prizes provided by the Nova Scotia Department of Health; gum, "cope kits," and a closing celebration lunch provided by school principals.)
- have participants attend with a buddy
- make the meetings worthwhile and fun!

Support of Participants

Research shows that ongoing support is critical to maintaining change. That is why *No More Butts!* participants meet twice a week for seven and a half weeks, have personal (buddy) and group support, and are not expected to quit smoking until Meeting 7. Participants are invited to get together informally for lunch outside the meetings after Quit Day and to continue to get together after the program ends.

Roles and Responsibilities of the Partners in *No More Butts!*

The partners in *No More Butts!* include

1. the Nova Scotia Department of Health and Public Health Services, and Addiction Services within the District Health Authorities
2. interested high schools, through the principal
3. one high school staff adviser per school who is respected by students
4. three peer leaders per school who do not smoke and are "credible" with students who smoke in their school
5. up to 15 students per school, who have smoked at least one cigarette a day for the past three months, and who want to quit smoking, and who are not using nicotine replacement therapy in any form.
6. a friend who does not smoke as a buddy for each student who enrolls in the program

The general roles and responsibilities of the first four partners are outlined below. Full details about tasks and contributions for principals, staff advisers, and peer leaders are listed in Appendices A to C, at the end of this section of the guide.

The roles and responsibilities of participants and buddies are explained both in the handouts they receive at the Recruitment Meeting and in the *Participant* and *Buddy Handbooks*.

1. **The Nova Scotia Department of Health, through Public Health Services or Addiction Services, will provide to each school**

- a 5-hour training session for peer leaders and staff advisers, including lunch
- 4 *Peer Leader's Guides* for peer leaders and the staff adviser
- 19 *Participant Handbooks*
- 19 *Buddy Handbooks*
- 1 personal CD player for a draw (incentive to stay smoke free at least four weeks) and five $20 music store gift certificates
- 27 stress balls for participants and their buddies in the program at Meeting 7, plus the peer leaders (co-sponsored by The Nova Scotia Teachers' Union)
- 20 posters advertising the program
- 60 personal invitations to join the program
- recognition certificates for participants, buddies, peer leaders, staff advisers
- support for the peer leaders and the staff adviser from a Public Health Services or Addiction Services staff person
- a personal letter of recommendation for each peer leader and staff adviser

Based on the literature, the highest percentage of smokers to enroll in a school-based stop smoking program would be 6%. Based on the 2001 smoking rates for 15–19 year olds in Nova Scotia, in a school of 1000, this would equal 16 smokers. Since not all 16 of these 15–19 year olds smoke daily, and peer leaders find it difficult to manage groups larger than 30, *No More Butts!* has been structured for groups of 4–15 students who smoke at least one cigarette a day, have smoked for at least 3 months, and are not using nicotine replacement therapy in any form. They each bring a fellow student who does not smoke, as their buddy.

2. **Principals of interested high schools agree to contribute**

- 1 staff member who enjoys working with students, is respected by the students, and, ideally, is an ex-smoker who has been smoke free for at least six months, to be a staff adviser
- 1 day of release time for the staff adviser to attend training with three peer leaders

- transportation to a local training session for the staff adviser and peer leaders
- a small budget from "student fees" to pay for sugarless gum, balloons, some photocopying, and a modest closing lunch celebration for students who remain in the program (items to be covered are listed in Appendix A at the end of this section of the guide)
- permission for peer leaders and enrolled participants to miss up to 20 minutes of class time to participate in the meetings if the school lunch period is less than 50 minutes long (students contribute 20 minutes of lunch time, school contributes 20 minutes of class time)

3. **The Staff Adviser agrees to**

- recruit three peer leaders who are "credible" with people who smoke in the school, who are not smokers—and ideally are ex-smokers who have been smoke free for at least six months
- arrange transportation for themselves and the peer leaders to attend a training day
- help peer leaders plan how to promote the program and recruit people interested in quitting; prepare for meetings; and complete and safely store attendance, sign-up, and evaluation forms
- provide support, motivation, and guidance to peer leaders as needed
- buy sugar-free bubble gum, balloons, "cope kit" materials and food for a closing celebration, using money from the school administration
- ensure that the staff person from Public Health or Addiction Services is invited at least three weeks in advance, to attend the last meeting to award recognition certificates, the CD player, and up to five $20 music store gift certificates, and collect attendance, sign-up, and evaluation forms

4. **The Peer Leaders agree to**

- read the *Peer Leader's Guide*
- attend a one-day training session during school hours
- promote the program within the school to recruit students who want to quit
- co-facilitate 15 forty-minute, lunch-time meetings, twice a week for 7 ½ weeks
- have participants mark the attendance form at the start of each meeting and complete one sign up and one program evaluation form
- give the attendance form, and sign-up and evaluation forms to staff from Public Health or Addiction Services at the last meeting

Appendix A

Principals of Interested High Schools—Roles and Responsibilities

— Provide one staff member as a staff adviser—someone who enjoys working with students and is respected by the students, and, ideally, is an ex-smoker who has been smoke free for at least six months.

— Provide one day of release time for the staff adviser to attend training with 3 peer leaders.

— Provide transportation to a local training session for staff adviser and peer leaders.

— Provide a small budget from "student fees" to pay for

- 1 piece of Bristol board for group guidelines
- up to 139 pieces of sugar-free gum for visualization and relaxation activities during meetings
- up to 33 balloons for a stress reduction group activity
- up to 200 pages of photocopying (attendance tickets and two letters from the group to school staff)
- pizza or subs, and a beverage for a closing celebration for a maximum of 34 people—participants and buddies who have completed the program, peer leaders, and the staff adviser

— Give permission for peer leaders and enrolled participants to miss up to 20 minutes of class time to participate in the meetings if the school lunch period is less than 50 minutes long (students contribute 20 minutes of lunch time, school contributes 20 minutes of class time).

Note: Once students stop attending the meetings they will not have an attendance ticket to entitle them to miss up to 20 minutes of class time. With no ticket, teachers will not release them from classtime.

Appendix B

Staff Adviser—Roles and Responsibilities

— Recruit 3 peer leaders who are "credible" with people who smoke in the school, who are not smokers—ideally, ex-smokers smoke free for at least six months—and in grade 11 or 12.

— Arrange transportation for you and the peer leaders to attend a local training day.

— Arrange with the peer leaders' teachers that the peer leaders may be excused from class for the training day plus a few minutes on meeting days to prepare, lead, and debrief after the meetings.

— Help peer leaders plan how to promote the program and recruit people interested in quitting; prepare for meetings; and complete and safely store attendance, sign-up, and evaluation forms.

— Arrange for a meeting room within the school (ideally always the same room).

— Arrange access to photocopying for peer leaders (not much needed).

— Help peer leaders create the schedule for the Recruitment Meeting and the 15 group meetings so that meetings
  - start on a Tuesday
  - are held every Tuesday and Thursday (except for Meeting 8 which will be a Wednesday)
  - don't have Quit Day before March Break
  - make sure Quit Day is on a Tuesday

— Assist with program promotion and distribute up to two information letters to other staff.

— Provide support, motivation, and guidance to peer leaders as needed.

— Be available during lunch meeting times in case the peer leaders need you. You are not expected to attend the meetings, only to be "on call."

— Arrange to check in with peer leaders briefly after the meetings to see how things went and arrange to meet at another time to problem-solve if necessary.

— Buy sugar-free bubble gum, balloons, "cope kit" materials, and food for the closing lunch celebration, using money from the school administration.

— Ensure that the staff person from Public Health Services or Addiction Services is

invited at least three weeks in advance, to attend the last meeting to award recognition certificates, the five $20 music store gift certificates, and the CD player, and collect attendance, sign-up, and evaluation forms

— Fill in the names on the peer leader recognition certificate provided.

The Public Health Services or Addiction Services staff person working with your school will help address questions and concerns if they arise.

Appendix C

Peer Leader—Roles and Responsibilities

— Read the *Peer Leader's Guide.*

— Attend a one-day training session during school hours.

— Find other people in the school to help you create and use ways to promote the program in your school and refer people to the Recruitment Meeting (posters and invitations provided by the Nova Scotia Department of Health).

— Promote the program in the school for up to two weeks before the Recruitment Meeting.

— Lead one 30-minute Recruitment Meeting within one week of the program start.

— Co-facilitate 15 forty-minute lunch-time meetings, twice a week for 7 ½ weeks.

— Prepare for at least two of you to lead the meeting together, at least two days ahead of time by

- reading the Meeting Plans and agreeing who will do what parts of the meeting
- having handbooks, attendance forms, handouts, chalk, and pencils for the meetings
- doing any photocopying (not much needed)
- checking with the staff adviser to make sure you will have Bristol board, gum, balloons, "cope kits," stress balls, and food in time for the meetings

— Fill in names of participants and buddies on the appropriate recognition certificates (provided).

— Have participants and buddies mark the attendance form at the start of each meeting and complete one sign-up and program evaluation form.

— Give the attendance form, sign-up forms, and evaluation forms to staff from Public Health Services or Addictions Services at the last meeting.

What You Need to Know to Offer and Implement No More Butts!

The purpose of this section of the *Program Implementation Guide* is to help staff from Public Health Services and/or Addictions Services within Nova Scotia to offer, implement, and evaluate *No More Butts!*.

No More Butts! is a partnership between the Nova Scotia Department of Health, Public Health Services and/or Addictions Services within interested District Health Authorities across Nova Scotia and interested high schools.

The following sections are presented in an order that corresponds with the sequence of decisions, processes, and acquisition of resources required to offer, implement, and evaluate *No More Butts!*

Resource Requirements for *No More Butts!*

Staffing and Time Commitment

- two Public Health Services and/or Addictions Services staff to facilitate each five-hour Training Day (1 day for every 4 schools enrolled)
- one of these staff to act as a liaison with up to 7 schools. If more than 7 schools enroll, a second person is required.

The suggested timetable is based upon the following learnings and needs identified through six years of experience with a similar peer-led stop smoking program for high school students, as well as feedback from participating pilot program students and staff. It will provide an idea of the time and timing required.

— traditionally students did not sign up when a fall program was offerred, even when there was an experienced staff adviser and peer leaders in place

— there is a need for 7.5 concurrent weeks without exams and extended holidays

— schools write exams just before Christmas Break or after Christmas Break in late January

— students have stated they want the program to end a month before exams start

— the need to get a commitment from a staff adviser and peer leaders early in the school year so they plan to allow time to do *No More Butts!* These people are usually involved in a number of activities, so it is key that they plan not to be involved in something else that requires a lot of time between February and the end of April.

Suggested Timing for *No More Butts!*

Who	What to Do	When
health staff	prepare and distribute invitation to principals (sample in Appendix A)	Late September to early October
participating principals	recruit staff adviser to recruit peer leaders	October
staff adviser	recruit three students who agree to be active peer leaders between Feb-April	by mid- November
health staff	schedule and confirm Training Day with staff advisers	December
staff adviser	inform peer leaders about Training Day and arrange for time away from regular duties	January
staff adviser	inform teachers that peer leaders will be away from class on Training Day	January–February
health staff	meet with advisers and peer leaders to distribute *Peer Leader's Guides*, review their roles, and introduce the program	within two weeks before Training Day
health staff	hold Training Day	no later than mid-February
peer leaders (adviser)	develop promotion plan and materials, schedule Recruitment Meeting and program dates	start the week after Training Day
health staff	contact the staff adviser to see how things are going, problem solve as needed, and find out the dates for the Recruitment Meeting and Meeting 1	2 weeks after Training Day

peer leaders (adviser)	promote *No More Butts!* and the Recruitment Meeting	up to 2 weeks before the Recruitment Meeting
peer leaders (adviser)	hold Recruitment Meeting	last week in February or second last week in March
peer leaders	hold Meeting 1	first Tuesday in March or second Tuesday after March Break
health staff	contact the staff adviser to arrange to meet with peer leaders before Meeting 5 to encourage them, see how things are going, and problem solve as needed	Meeting 2
peer leaders	hold Meetings 2–15	Tuesdays and Thursdays to avoid holidays and professional development days (except Meeting 8 on Wednesday)
health staff	Meeting 15, award prizes & certificates collect attendance & evaluation forms	last week in April or middle of May
health staff	collate school statistics and evaluation forms to prepare a report documenting the results, assess the value of the program within the health district, and recommend future action. This information can also be used to promote the program with schools, and potential participants, the following year	May–June

Program Materials for Each High School

Public Health Services will order the following materials for each participating high school via the Nova Scotia Department of Health, Health Education Resource Credit Allocation—Tobacco Funds.

Addiction Services will order the following materials for each participating high school through the Tobacco Control Unit, 424-1890.

- 27 Stress balls
- 4 *Peer Leader's Guide*
- 19 *Participant Handbook*
- 19 *Buddy Handbook*
- 20 *No More Butts!* posters
- 60 *No More Butts!* invitations
- 42 Recognition Certificates (8 smoke free, 15 participating, 15 buddy, 3 peer leaders, 1 adviser)
- 2 *Program Implementation Guide*
- 2 Attendance Forms

Program Incentives for Each High School

The Tobacco Control Unit will provide up to $200 to purchase program incentives for each high school that implements *No More Butts!* Contact the Tobacco Control Unit (424-1890) to access these funds once the staff person working with the school decides it is likely the program will continue beyond Quit Day.

Public Health Services or Addicition Services will be responsible for using the money to purchase

- 1 personal CD player ($100) per school
- five $20 gift certificates from a local music store per school

Four of the $20 gift certificates are for draws during the last meeting. Two names will be drawn from those who have been 100% smoke free for at least 2 weeks. The other two names will be drawn from buddies who have attended 12 or more meetings.

There is also a draw for the CD player for those people who have been 100% smoke free for the 4 weeks since Quit Day. The buddy of the person drawn for the CD player automatically wins one $20 music store gift certificate.

These incentives are not needed until the end of the program. Also, the required behaviour of participants will not be known until late in the program. Therefore, we suggest that these items not be purchased in bulk at the start of the program. Rather, at Meeting 13 the person working with the school should contact the staff adviser to determine whether participants and buddies are likely to finish the program and whether some people have been smoke free for at least 2 meetings in a row after Quit Day. Then purchase what is needed.

Training Day Requirements

- a room large enough for 18 people to do large and small group activities and eat lunch (ideally with one separate room to serve lunch and be used for the 20 minute concurrent meeting with staff advisers after lunch)
- food for a lunch and nutrition break for 18 people
- access to flipchart paper and stand, an overhead, markers, and masking tape
- at least 4 tables

Promotion and Implementation Guidelines

Invite Schools to Offer *No More Butts!*

Prepare and distribute an invitation to high school principals in late September. The Welcome section, in *Peer Leader's Guide*, and results from the previous year (once the program is in place) may be used for content. A sample, which may be used as a starting point, is included in Appendix A.

Plan The *No More Butts!* Peer Leader and Staff Adviser Training Day

Once schools have registered (no later than November 15th), and in consultation with the staff advisers, choose one training date and an alternate storm date for every four schools enrolled (e.g. 4 schools, 1 Training Day; 7 schools, 2 Training Days; 16 schools, 4 Training Days).

The resources needed for the Training Day (held in early February) include:

- 2 staff from Public Health Services and/or Addictions Services to co-facilitate each Training Day
- A room which can allow 18 people to do large and small group activities and eat lunch (ideally with one separate room to serve lunch and be used for the 20 minute concurrent meeting with staff advisers after lunch)
- Food for a lunch and nutrition break for 18 people
- Access to flipchart paper and stand, an overhead, markers, masking tape, post-it notes, sugar-free bubble gum, and pencils
- One set of *No More Butts!* materials for each school

Confirm The Training Day with The Schools

Provide each staff adviser with a written confirmation of the Training Day time, place, and location so they can make the necessary arrangements for themselves and the peer leaders to come to training. Be sure to include a reminder for them to bring the *Peer Leader's Guide* you will deliver to them within two weeks of their Training Day.

Start the Team-Building Process with Peer Leaders and the Staff Adviser

Meet at the school with the staff adviser and peer leaders within the 2 weeks before the Training Day (a week before is ideal) to introduce yourself and the program.

Give each peer leader and the staff adviser a *Peer Leader's Guide*. Then review the Program Outline in the *Handouts* section of the guide to introduce *No More Butts!*

Review their roles and responsibilities using Appendix B and Appendix C in the Welcome section of the *Peer Leader's Guide* (pages 9 and 11).

Show the Attendance Form, and stress that it is essential for the peer leaders to make sure everyone in the group fills it in before each meeting starts. This form is key to measuring participant's attendance and changes in their smoking over the life of the program. Leaders will also need the information to enter people's names for incentive draws at the end of the program.

Ask them to skim through the *Peer Leader's Guide* before Training so they have an idea of what the program entails, and to bring their *Peer Leader's Guide* to the Training Day.

Tell them you will call the staff adviser two weeks after Training to see how things are going. You also meet with the peer leaders and adviser, a day or two before they facilitate Meeting 5 to see how things are going, provide encouragement, and respond to any questions or concerns that arise.

Answer any questions they have.

Training Day Guidelines for Public Health and / or Addiction Services Staff

The Training Day Outline and Training Day Content script are very detailed and precisely timed. They may seem overly prescriptive for Public Health Services and Addictions Services staff. However, given that there is no provincial inservicing to support people who will coordinate *No More Butts!* in health districts across Nova Scotia, the Training Day Outline and Content script have been written to support

first-time *No More Butts!* facilitators, as well as those who may be new to the tobacco issue, and/or peer facilitation.

All the information is essential for peer leaders and staff advisers. However, feel free to use your own creative and effective ways to cover the information included in the following Training Day Outline.

The Training Day Preparation, Materials Required, and Content have been included in the last section of this Guide. This has been done to allow you to focus on the general implementation and evaluation of *No More Butts!* before getting immersed in the details of the Training Day.

The Training Day Agenda in the *Peer Leader's Guide* is more general than the detailed Training Day Outline provided below to help you deliver essential content—"e.g., Information and Skills Related to Smoking and Quitting" and "Information and Skills Related to Facilitating Groups." The *Peer Leader's Guide* and *Participant* and *Buddy Handbook* content used during the Training Day are listed in the *Peer Leader's Guide* Training Notes. However, no times, and very little "scripted" information have been included. This should allow you to adapt the day and still use the Training Notes as a reference to support peer leaders after the Training Day.

Training Day Outline

9:30 Welcome and purpose of the day (3 min)

9:33 Warm Up Activity (10 min)

9:43 Program Outline (5 min)

9:48 Role of Staff Adviser and Peer Leaders (5 min)

9:53 Agenda review and learner needs assessment (5 min)

9:58 Reasons for Smoking and Quitting (5 min)

10:03 Tobacco Facts (8 min)

10:11 Understanding Addiction (3 min)

10:14 Cravings and the Urge to Smoke (3 min)

10:17 The 4 Ds to Deal With Nic Fits (10 min)

10:27 Positive Self-Talk (2 min)

10:29 Will I Blob and Nutrition Tips (3 min)

10:32	Break (7 min)
10:39	The Stages of Change (15 min)
10:54	Small Group Activity: Tobacco Facts and Handbooks (25 min)
11:19	Questions and Answers About Tobacco and the Process of Quitting (2 min)
11:21	Group Guidelines and Confidentiality (7 min)
11:28	Leading (Facilitating) A Group (2 min)
11:30	Active Listening and the Name Game (20 min)
11:50	Questioning and Empathy (10 min)
12:00	Problem Solving and Constructive Feedback (10 min)
12:10	Trouble Shooting (21 min)
12:31	Referral and Ethics (2 min)
12:33	Lunch (27 min)
1:00	Preparing Peer Leader Presentations and a concurrent Staff Adviser Meeting (20 min)
1:20	Peer Group Presentations (70 min)
2:30	Questions, Answers and Closing (7 min)
2:37	Training Day Evaluation (5 min)
2:42	Return to school

Public Health and Addictions Services Staff Support to Schools

Contact (telephone) the staff adviser two weeks after the Training Day to see how things are going related to program promotion, find out the planned Recruitment Meeting and Meeting 1 dates, and problem solve as needed.

This contact allows you to thank the staff adviser, affirm the promotion plans and Recruitment and Meeting days chosen, and discuss the peer leaders' plans. If necessary, this call also allows you to intervene early if the school team is slow either to get organized or to come together as a team, or is unclear about how to proceed. The tone of this call is meant to be encouraging, and supportive if required.

You need to know the Meeting 1 date to schedule a telephone call to the staff adviser after Meeting 2. This call is required to set up a meeting with the peer leaders just before Meeting 5.

Ask the adviser to remind the peer leaders to have participants and buddies fill in the Attendance Forms at the start of each meeting, and to collect the Participant and Buddy Sign-up Forms after Meeting 2.

Peer Leaders and Staff Advisers Promote No More Butts! with Students

The *Peer Leader's Guide*, Training Notes, Appendix A (page 25) contains everything the peer leaders and staff adviser need to know to effectively promote *No More Butts!* in their school, as well as in the community where students who smoke hang out.

In its pilot year, peer leaders and staff advisers used this information to recruit the same percentage of people to *No More Butts!* as the most effective programs in the literature (6%).

It is recommended that the program and the Recruitment Meeting date, time, and place be actively promoted for up to 2 weeks before the Recruitment Meeting.

The purpose of the Recruitment Meeting is to explain to any students who are interested in, or thinking about, quitting smoking:

- how *No More Butts!* works
- who is eligible to participate
- what they could expect as participants in the program

The intent of the meeting is to motivate eligible students to join, and to limit the sign up of ineligible students or those who are not willing to come to 15 meetings.

Peer Leaders Facilitate the Recruitment Meeting

The Recruitment Meeting is held within a week of Meeting 1. The peer leaders follow the script provided in the *Peer Leader's Guide*, Recruitment Meeting section (page 37). They can add innovative elements to increase the appeal or impact of the meeting with students in their school who currently smoke tobacco.

Peer Leaders Facilitate Meetings 1–15

If at least 4 people sign up for the program, the peer leaders follow the meeting plans and script provided in the *Peer Leader's Guide*, Meeting 1–15 sections. They can add innovative elements to increase the appeal or impact of the meeting with students in their school as time and resources permit. However, if they just do and say what is written in the Meeting Plans, their results should be as good as the pilot results. No content or activities can be deleted by the peer leaders. They are essential in the process of quitting or cutting down.

It is key that meetings be held on Tuesdays and Thursdays, because students are not in school on many Mondays and Fridays due to holidays or professional development days.

Meeting 1 needs to be on a Tuesday so Quit Day (Meeting 7) falls on a Tuesday as well. The first three days after quitting are high risk for relapse. Therefore, we want the students to be supported by the group at school during this time (versus a Thursday Quit Day and being away from the group all weekend).

Public Health and Addicitions Services Staff Support to the Schools

After Meeting 2, contact the staff adviser to

1. See if the group is underway and how many people are participating.
   If no one signed up for the program, ask how it was promoted and how many people came to the Recruitment Meeting. Discuss what could have been done differently for future use.

   Send a thank you note to the staff adviser and peer leaders.

   Also, write a brief description of what happened, why, and what could be done differently the next time. This description will be used as part of the evaluation report completed at the end of the program.

2. Find out how many people came to the Recruitment Meeting.

   Record this number by school. It will be used to calculate your recruitment rate for the evaluation report.

3. Ask the staff adviser to check that the peer leaders are having the participants and buddies fill in the Attendance Forms at the start of each meeting. This is essential to monitor the effect of the program.

4. Ask the staff adviser to collect the Participant and Buddy Sign Up Forms from the peer leaders and keep them until Meeting 15.

5. Schedule a meeting with the adviser and peer leaders just before Meeting 5 to encourage them, see how thing are going, and problem-solve if needed.

The Friday or Monday before Meeting 5, meet with the staff adviser and peer leaders to

1. See how they feel things are going so far.
2. Remind them that after Meeting 5, participants who were not ready to quit, or who have changed their minds, are likely to leave the program. Reassure them that this "drop out" probably relates to where the participants are in the Stages of Change. It is probably not related to the peer leaders' performance, or the *No More Butts!* program design.
3. Point out that the peer leaders' role changes somewhat after Quit Day—the meeting activities shift from providing new information and skills, to more questions and activities that are focused on self help and group support to assist the participants to stay or become smoke free. Peer leaders feel less comfortable in this role and need your support, encouragement, and reassurance. The meetings may also be shorter after Quit Day depending on the groups' discussions ... and that's okay.
4. Answer any questions.
5. Ask them to call you after Meeting 8 (in the pilot, anyone leaving the program was gone by Meeting 8) so you can arrange be at Meeting 15 to give recognition certificates and provide the incentives for the draws.
6. Provide appreciation for their work to date, and encouragement for the next phase of the program.

After Meeting 13, call the staff adviser to

1. Confirm the Meeting 15 visit, location, and time.
2. Find out if anyone has been smoke free for 2 or more weeks, and if buddies are still coming, so you can decide whether or not to buy a CD player, and up to five $20 local music store gift certificates.
3. Ask the adviser to personalize the peer leader recognition certificates and award them at Meeting 15.
4. Ask the adviser to remind the peer leaders to personalize the participant and buddy recognition certificates, photocopy the evaluation forms, and take them to Meeting 15.

At Meeting 15

1. Conduct the incentive draws (based on the behaviours recorded on the Attendance Form).
2. Acknowledge the efforts and commitment of the participants, buddies, peer leaders, and staff adviser.
3. Award the staff adviser recognition certificate.
4. Collect the Attendance Forms, Evaluation Forms, Sign-up Forms and promotion ideas and messages from Meeting 13.
5. Ask the participants who are smoke free, buddies, and peer leaders, "who is interested in being a peer leader next year?" Ask people who think they would be interested, to give their name to the staff adviser during the next week, or in September. Ask the adviser to call you with the student's names.

After Meeting 15

Send a personal letter of recommendation to each peer leader and staff adviser.

Program Evaluation and Reporting Guidelines

Participation, attendance, and behaviour change data, as well as participant, buddy, and peer leader program evaluation information, are essential for your health district *No More Butts!* facilitation team to identify what's working, what isn't, and how the program can be improved.

Please collate your school statistics and evaluation forms to prepare a health district *No More Butts!* report. Include

- the program results as requested in the following sections 1–9
- the assessed value of the program within the health district's comprehensive tobacco strategy based on these results, feedback from staff advisers and principals, and your experience
- recommendations for future action, and revisions.

This information can also be used to promote the program results and useful components with schools, and potential participants and buddies, the following year.

Receiving a copy of your report is important to the Nova Scotia Department of Health Tobacco Control Unit (TCU), as *No More Butts!* was developed to fill the high school student cessation resource gap within *A Comprehensive Tobacco Strategy for Nova Scotia* (2001). The TCU funded the development of *No More Butts!*, and will continue to fund

the program incentives, as well as support the acquisition of the program materials. Therefore, the Tobacco Control Unit needs to receive a copy of your report to learn how *No More Butts!* is working and make any changes needed provincially. At present the plan is to revise *No More Butts!* materials every two years if needed, based on evaluation and recommendations from the health districts.

Based on the literature, and the program pilot, it is recommended that the following information be included in the *No More Butts!* evaluation report:

1. Smoking Cessation

Naturally occurring quit rates among adolescents over a six-month period vary from 0–11%.[1] The mean quit rate for published and evaluated adolescent cessation programs between 1975–97, was 20.7% [2]

a) Report the 4-week continuous abstinence rate, which is comparable to the 30-day continuous abstinence rate used in the literature

$$\frac{\text{\# participants 100\% smoke free for at least 4 weeks}}{\text{\# participants who signed up at meeting 2 and came to at least one meeting between Meeting 3–15}}$$

This information is recorded on the *Attendance Form* and the *Participant Evaluation Form*, question1. If the results from the forms do not match, use the information on the *Participant Evaluation Form*. In the pilot, more participants reported being smoke free on the publicly visible *Attendance Form*, than on the confidential *Participant Evaluation Form*.

Although not included in the literature, you may also wish to report the following results for next year's program promotion with students and principals:

i. number of participants continously smoke free for at least 2 weeks by the end of the program. These people have an increased liklihood of success in future quit attempts. They are also eligible for the gift certificate draw.

$$\frac{\text{\# participants 100\% smoke free for at least 2 continuous weeks}}{\text{\# participants who signed up at meeting 2 and came to at least one meeting between Meeting 3–15}}$$

ii. $$\frac{\text{\# participants 100\% smoke free for at least 4 weeks}}{\text{\# participants present on Quit Day}}$$

[1] Sussman et al. (1998). Self-Initiated Quitting Among Adolescent Smokers. *Preventive Medicine 27* (A19-28)

[2] Sussman et al. (1999). Effects of Thirty-Four Adolescent Tobacco Use Cessation and Prevention Trials on Regular Users of Tobacco Products. *Substance Use & Misuse, 34* (11), 1469-1503.

iii. # participants 100% smoke free for at least 2 continuous weeks

---

participants present on Quit Day

2. Reduced Tobacco Consumption

Reductions in the amount smoked of 25% or more have real health benefits for smokers. [3]

This information is recorded on the *Attendance Form* and the *Participant Evaluation Form,* question1. If the results from the forms do not match, use the information on the *Participant Evaluation Form.* In the pilot, more participants reported being smoke free on the publicly visible *Attendance Form,* than on the confidential *Participant Evaluation Form.*

a) cut down by half or more by the end of the program

participants who cut down cigs/per day 50% or more

---

participants who signed up at meeting 2 and came to at least one meeting between Meeting 3–15

b) cut down by 25–49% by the end of the program

participants who cut down cigs/per day by 25–49%

---

participants who signed up at meeting 2 and came to at least one meeting between Meeting 3–15

c) participants who cut down by 25% or more by the end of the program

total a above + total b above

---

participants who signed up at meeting 2 and came to at least one meeting between Meeting 3–15

Although not included in the literature, you may also wish to report the following results for next year's program promotion with students and principals:

i. # participants who cut down cigs/per day 50% or more

---

participants present on Quit Day

ii. # participants who cut down cigs/per day 25–49% or more

---

participants present on Quit Day

iii. total i above + total ii above

---

participants present on Quit Day

The Attendance Form information can be used to clearly depict participation and behaviour change during the program, using an organizational chart. A sample follows:

[3] P. McDonald, personal communication, July 26, 2002

Participant Attrition and Behaviour Change Between the Beginning and End of the Program

86 participants start the program
71 present Practice Quit Day (83%) Meeting 5
52 Quit
7 did not 12—no data
60 present Quit Day (71%) Meeting 7
58 planned to quit
2—no data
47 reported they quit
10 did not quit 3—no data
40 smoke free @ meeting 8
5 not smoke free 2—no data
57 present at end of the program (66%)
18 smoke free for 4 weeks
8 smoke free by meeting 15
23 cut down 50% or more
2 cut down 25–49%
1 cut down 25%
3 cut down but now smoke the same
2 no change

3. Self Efficacy

"One of the best predictors of long-term abstinence is self-efficacy—the individuals' confidence that they can remain smoke free." [4]

a) # of participants **smoke free** at the end of the program confident they will stay smoke free

strongly agree + agree

---

total # of Participant Evaluations

This information is found in the *Participant Evaluation Form* question 8.

b) # of participants who **cut down** the amount smoked (excluding those who reported they were smoke free at the end of the program), confident they will not increase the amount they smoke

strongly agree + agree

---

total # of Participant Evaluations

This information is found in the *Participant Evaluation Form* question 8.

c) # of participants (regardless of their change in smoking behaviour) confident that the information and skills in *No More Butts!*, if used, will help them try to quit smoking or cut down in future

---

total # of Participant Evaluations

This information is found in the *Participant Evaluation Form* question 7, line 5.

4. Recruitment

A study examining different methods of recruiting high school students for a smoking cessation program noted, "despite the relative success of the 'active' recruiting procedure it should be noted that only an estimated 6% of smokers joined the program, providing an indication that one of the barriers facing adolescent smoking cessation programs is in the recruitment of participants." [5]

To estimate your recruitment rate

1. multiply the total population in grades 10–12 of the high schools participating, by the current 15–19 year old smoking rate for Nova Scotia (26.7% in 2001 CTUMS).

[4] P. McDonald, personal communication, July 26, 2002

[5] Health Canada Tobacco Control Archives. (updated February 8, 2002). Recruitment of Adolescents into Smoking-Cessation Programs. *Examining Youth Smoking Cessation and Relapse Prevention* < http://www.hc-sc.gc.ca/hecs-sesc/tobacco/prog_arc/youth_smoking/ch4_adolescent.html>

2. divide this number (1) by the students who came to the Recruitment Meeting (if you know it) or the highest number present at Meeting 1 or Meeting 2

5. Retention

Sussman et al. (1999) reviewed 17 adolescent tobacco-use cessation studies, "which represents nearly all of the published and evaluated cessation programs between 1975 and September 1997. Fifteen studies reported retention. The range was from 46–100%, with a mean of 77%." [6]

This information is found on the *Attendance Form* and the *Participant Evaluation Form* question 2.

$$\frac{\text{\# of participants at Meeting 15}}{\text{\# participants who signed up at meeting 2 and came to at least one meeting between Meeting 3–15}}$$

$$\frac{\text{\# of buddies at Meeting 15}}{\text{\# buddies who signed up at meeting 2 and came to at least one meeting between Meeting 3–15}}$$

Use the information in Question 4 on the *Participant Evaluation Form* to document what kept the participants coming to the meetings (listed in order of frequency).

6. School Enrollment and Retention

During the pilot, only 10 of the 22 interested schools were able to complete the 15 meetings as designed. In most cases, the reasons related to the realities of school life and student culture in Nova Scotia, rather than program design (e.g. school closure, no lunch due to split shifts, all students required to go home for lunch, peer leader or staff adviser death or serious injury.)

To document the school's experience in your health district, and to identify any barriers that could be overcome by revising the program, please report the following:

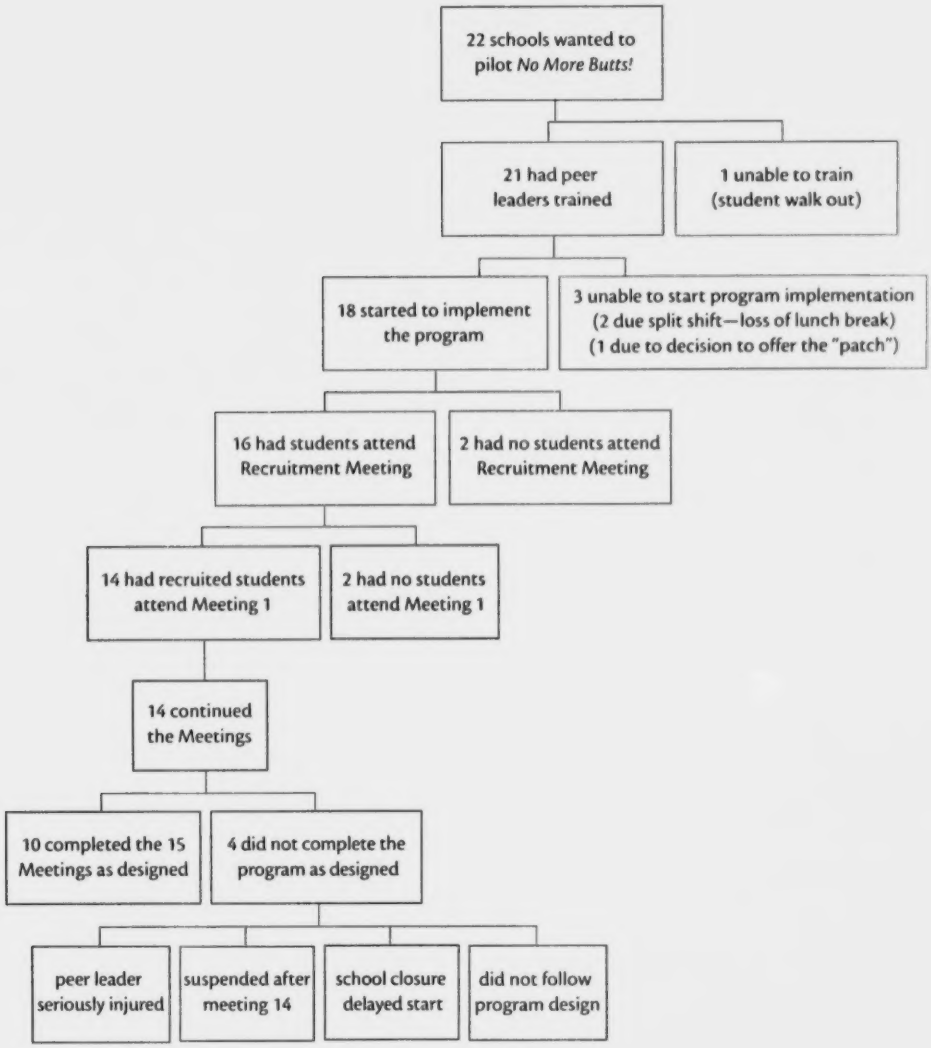
- # of schools that agreed to participate
- # of schools that had peer leaders trained (explain why the others did not)
- # of schools that started to implement the program (explain why the others did not)
- # of schools that had students attend the Recruitment Meeting (explain why the others did not)

[6] Sussman et al. (1999). Effects of Thirty-Four Adolescent Tobacco Use Cessation and Prevention Trials on Regular Users of Tobacco Products. *Substance Use & Misuse*, 34 (11), 1469-1503.

- # of schools that had students attend Meeting 1 (explain why the others did not)
- # of schools that continued beyond Meeting 2 (explain why the others did not)
- # of schools that completed the 15 meetings as designed (explain why the others did not)

This information can be clearly depicted using an organization chart. A sample follows:

Schools That Were Able to Implement the Program as Designed


22 schools wanted to pilot *No More Butts!*
21 had peer leaders trained
1 unable to train (student walk out)
18 started to implement the program
3 unable to start program implementation (2 due split shift—loss of lunch break) (1 due to decision to offer the "patch")
16 had students attend Recruitment Meeting
2 had no students attend Recruitment Meeting
14 had recruited students attend Meeting 1
2 had no students attend Meeting 1
14 continued the Meetings
10 completed the 15 Meetings as designed
4 did not complete the program as designed
peer leader seriously injured
suspended after meeting 14
school closure delayed start
did not follow program design

You can estimate the "reach" of *No More Butts!* in terms of the target population, high school students who smoke, using CTUMS data for 15–19 years (26.7% 2001). Report:

- the % of students estimated to smoke in the interested high schools who were recruited to participate in *No More Butts!* (recruitment rate)
- the % of students estimated to smoke in the interested high schools, who actually participated in *No More Butts!* (participation rate)
- the % of students estimated to smoke in the interested high schools, who were continuously abstinent for 4 weeks (cessation rate)

You can estimate the "reach" of *No More Butts!* in schools which completed the program as designed by reporting

- the % of students estimated to smoke in the schools which completed the program as designed, who were recruited to participate in *No More Butts!*
- the % of students estimated to smoke in the schools which completed the program as designed, who actually participated in *No More Butts!*
- the % of students estimated to smoke in the schools which completed the program as designed, who were continuously abstinent for 4 weeks

Note: These estimates will be low because only those 15–19 years who smoke **daily** are eligible for *No More Butts!* and CTUMS only reports "current smokers."

7. Participant Assessment of the Value of the Program Components

Use the information in Question 6 on the *Participant Evaluation Form* to document what program components were

a) "very helpful" and "helpful" (keep), listed in order of frequency

b) "not helpful at all" and "a little helpful" (delete or revise), listed in order of frequency

Report the results in Question 7 and 10 on the *Participant Evaluation Form* to document the value of the program, and summarize the answers to question 11 (improvements).

8. Buddy Assessment of the Program

Report the information in Question 1a and 6 a on the *Buddy Evaluation Form* and summarize 1b, 5, and 6b.

9. Peer Leader Assessment of the Program

Report the results in Question 1a on the *Peer Leader Evaluation Form*, and summarize 1b, 1c, 4a and b, 5a and b, 6a and b, 7a and b, as well as 8, 9, 10,11, and 12.

Start Planning for Next Year—Thank You and All the Best

Training Day Preparation, Suggested Outline, and Content

Training Day Requirements

- a room large enough for 18 people to do large and small group activities and eat lunch (ideally with one separate room to serve lunch and be used for the 20 minute concurrent meeting with staff advisers after lunch)
- food for a lunch and nutrition break for 18 people
- access to flipchart paper and stand, an overhead, markers and masking tape
- at least 4 tables

Training Day Materials

- ✓ 1 overhead projector
- ✓ 1 flipchart stand
- ✓ 1 pad of flipchart paper
- ✓ 5 black markers
- ✓ 5 blue markers
- ✓ a roll of masking tape
- ✓ Post-it notes pad 2 7/8" x 4 7/8" (Highland 6559)
- ✓ Post-it notes lined pad 3 7/8" x 5 7/8" (Highland 6609)
- ✓ Copy of the *Peer Leader Sign-up Form* for each peer leader (Appendix O)
- 18 sharpened pencils (for each peer leader and staff adviser)
- ✓ 2 *Attendance Forms* for peer group presentation 1
- ✓ 1 page of Pack Tracks (end of *Participant Handbook*) cut in squares, for peer group presentation 3
- ✓ 1 *No More Butts!* poster and invitation for peer group presentation 4
- ✓ Overheads made from the text in Appendices B–N of this section
- ✓ 20 pieces of sugar-free bubble gum

Training Day Preparation

Prepare the following materials **before** Training Day.

1.0 Flipchart pages with the following text written on them:

1.1 **Flipchart Set 1**, Reasons for Smoking and Quitting Activity—2 sets of pages, with "reasons to smoke" written on one page, and "reasons to quit" written on the other page. Post each set of the two pages on opposite sides of the room where they can be written on and seen.

1.2 **Flipchart Set 2**, Group Learning Needs Assessment—write "one thing you hope to gain at training today " on one page, and "one question about the program you want answered" on the other page. Post the pages together at the front of the room.

1.3 **Flipchart 3**, Group Guidelines—write the words, "Group Guidelines" at top of the page on a flipchart stand.

1.4 **Flipchart Set 4**, Tobacco Facts—You need 4 sheets of paper, ideally laminated, and numbered 1–4. Write a set of the questions and the "Help" pages listed below under each corresponding number (i.e., 4 sheets with two questions each). These are prepared before the training day.

Each question sheet is posted on the wall above a blank sheet of flipchart paper. The 4 question sheets and flipchart pages are posted on walls in the room as far away from each other as possible (for small group work).

1. a) List some things that trigger people's urge to smoke.

   b) Then list some ways to cope in each of these situations instead of smoking.

   Help: *Participant Handbook* page 21, A Quick Guide to Doing Something Else

2. a) List some symptoms of withdrawal.

   b) Then list some ways to cope with these symptoms.

   Help: *Participant Handbook* page 30, Handling Withdrawal Symptoms and Signs of Recovery

3. How might smokers feel:

   a) about planning to quit?

   b) after they quit?

   Help: *Participant Handbook* page 43, Feelings About Quitting Smoking

4. a) List what smokers might need as they quit.

   b) List what other people can do to help smokers as they quit.

Help: *Buddy Handbook* page 5, The Role of A Buddy and page 21, How I Will Help My Friend Stop Smoking

1.5 **Flipchart Set 5**, Trouble-shooting—You need 4 sheets of paper, ideally laminated, and numbered 1–4. Write a set of the questions listed below under each corresponding number (i.e., 4 sheets with two questions each). These are prepared before the training day.

One question sheet is posted on the wall above a blank sheet of flipchart paper. The 4 question sheets and flipchart pages are posted on walls in the room as far away from each other as possible (for small group work).

1. people consistently coming late and meetings can only last 40 minutes
2. people consistently having side conversations while someone is speaking to the group
3. people not participating in group discussions/activities
4. peer leaders not preparing for their part of the meetings

1.6 **Flipchart 6**, Evaluation—Write the word "Evaluation" on a blank piece of flipchart paper at the front of the room.

2.0 Prepare a supply box with one set of program materials for each school. Take the box to Training Day so each staff adviser can take their box to the school.

Include:

- ✓ 27 Stress balls
- ✓ 19 *Participant Handbooks*
- ✓ 19 *Buddy Handbooks*
- ✓ 20 *No More Butts!* posters
- ✓ 60 *No More Butts!* invitations
- ✓ 41 Recognition Certificates—8 smoke free, 15 participating, 15 buddy, 3 peer leaders (You keep the staff adviser certificate to fill in and present at Meeting 15)
- ✓ 2 Attendance Forms
- ✓ 4 of your business cards

3.0 **At each seat place**

- ✓ a pencil
- ✓ piece of masking tape for a name tag
- ✓ Peer Leader's Sign-up Form (Appendix O)
- ✓ 2 plain post-it notes for needs assessment
- ✓ 1 lined post-it note for evaluation
- ✓ 1 *Participant* and 1 *Buddy Handbook* (from their school supply box)

Training Day Outline

9:30 Welcome and purpose of the day (3 min)

9:33 Warm Up Activity (10 min)

9:43 Program Outline (5 min)

9:48 Role of Staff Adviser and Peer Leaders (5 min)

9:53 Agenda review and learner needs assessment (5 min)

9:58 Reasons for Smoking and Quitting (5 min)

10:03 Tobacco Facts (8 min)

10:11 Understanding Addiction (3 min)

10:14 Cravings and the Urge to Smoke (3 min)

10:17 The 4 Ds to Deal With Nic Fits (10 min)

10:27 Positive Self-Talk (2 min)

10:29 Will I Blob and Nutrition Tips (3 min)

10:32 Break (7 min)

10:39 The Stages of Change (15 min)

10:54 Small Group Activity: Tobacco Facts and Handbooks (25 min)

11:19 Questions and Answers About Tobacco and the Process of Quitting (2 min)

11:21 Group Guidelines and Confidentiality (7 min)

11:28 Leading (Facilitating) a Group (2 min)

11:30 Active Listening and the Name Game (20 min)

11:50 Questioning and Empathy (10 min)

12:00 Problem Solving and Constructive Feedback (10 min)

12:10 Trouble Shooting (21 min)

12:31 Referral and Ethics (2 min)

12:33 Lunch (27 min)

1:00 Preparing Peer Leader Presentations and a concurrent Staff Adviser Meeting (20 min)

1:20 Peer Group Presentations (70 min)

2:30 Questions, Answers, and Closing (7 min)

2:37 Training Day Evaluation (5 min)

2:42 Return to school

Training Day Content

Ask peer leaders to complete the Peer Leader Sign-up Form (Appendix O) as they come in. Collect them at break.

Ask peer leaders and staff advisers to write their first name on a piece of masking tape and put it on their shirt or sweater.

9:30 Welcome and Purpose of the Training Day (3 min)

**** Put up the overhead *"No More Butts!* Pilot Program Results" (Appendix B)**

Welcome to the training day for the No More Butts! *stop smoking program.*

Thank you for volunteering to provide students who smoke and want to quit with a peer-led stop smoking program. In its first year, No More Butts! *had results for student recruitment and reduced tobacco consumption that were as as good as the best youth stop-smoking programs anywhere in the published literature.*

Not only did the program help 83% of people in the program on Quit Day to quit (43%) or cut down by half or more (38%), but 83% of participants were also confident that the information and skills they learned in No More Butts!*, if used, will help them to quit smoking or cut down in future.*

91% learned skills that helped them quit smoking or cut down

87% learned information that helped them quit smoking or cut down

79% would recommend the program to their friends

**** Put up the overhead "Purpose of the Day" (Appendix C)**

The purpose of today is for you to:

1. *Learn what to do, how to do it, and practice doing it so when you leave here you feel YOU CAN DO IT !*
2. *Feel confident that the information and activities needed to co-facilitate the meetings are included in the Meeting Plans and Handouts section of the* Peer Leader's Guide, *or in the* Participant *or* Buddy Handbooks.
3. *Enjoy doing activities, learning information and skills, and practicing group leadership skills with people your own age.*

To make this possible, all the information we provide and the activities we do today are in the Meeting Plans and Handouts section of your Peer Leader's Guide ***(show the sections)*** *or in the* Participant *or* Buddy Handbook *you have* ***(hold up the booklets)***.

Now turn to the Peer Leader's Guide,Training Notes *on page 12* ***(show section)***. *This section will tell you where to find everything we cover today so you can easily look it up if you need it to promote* No More Butts!, *or facilitate the group meetings.*

Turn to page 13 to see today's agenda, and then turn the Guide over on your table.

9:33 Warm Up Activity—Meeting 1 (10 min)

Before we get into the content of the agenda, let's find out who is here. Please introduce yourselves and give

- *your name*

- *school*
- *one thing about yourself that makes you special or that you are proud of (helped a friend, play an instrument or sport, wrote a song/poem/story, created a video, etc.)*

When the participants are done, **introduce yourself** substituting where you work for "school."

Except for the school information, this is the introduction activity your group will do at the beginning of Meeting 1.

Does anyone have a special reason they volunteered to help with No More Butts! *that they would like to share with the group before we start our training day?*

9:43 Program Outline (5 min)

Before we get into the information you need to help people decide if they are ready to quit, and to plan and practice ways to cope without smoking, let's review the No More Butts! *Program Outline. This is what you will use at the Recruitment Meeting where students who smoke come to find out if* No More Butts! *is for them.*

Turn to the Peer Leader's Guide, *page 149. This is the Handouts section that contains anything you will need to photocopy for the program.*

Review the Program Outline with the group (first page in the *Handouts* section)

9:48 Role of the Staff Adviser and Peer Leaders (5min)

Note: If you met with the staff adviser and peer leaders to review their roles and responsibilities, you may want to simply summarize their main roles, versus repeating the detailed information in Appendices B and C. If so, sample content is provided below. If not, use the script in italics and instructions on the next page.

Main role of the staff adviser: to provide support to the peer leaders and acquire school resources to offer and run the program.

Main roles for the peer leaders: to promote *No More Butts!* and the Recruitment Meeting effectively, so interested students who want to make a quit attempt can sign up; and co-facilitate the Recruitment Meeting and Meetings 1–15.

> *Now that you know how the program works, we'll review your role and responsibilites in making* No More Butts! *a reality in your school.*

Ask the group to turn to Appendix B on page 9 of the *Peer Leader's Guide.*

Briefly review the staff adviser's role (2 min).

Ask the group to turn to Appendix C on page 11 of the *Peer Leader's Guide.*

Briefly review the peer leader's role(3 min).

9:53 Agenda Review and Learner Needs Assessment (5 min)

Before the meeting, **write each of the following** headings on 2 separate flipchart pages and post a set on each side of the wall at the front of the room

- "one thing you hope to gain at training today"
- "one question about the program you want answered"

**** Put up the overhead of the two "Learning Needs" questions (Appendix D)**

> *Now let's look at our agenda for the day and then find out what you hope to gain from this training.*
>
> *Turn over your* Peer Leader's Guide *and read today's agenda in the* Training Notes *on page 13.*
>
> *Then take a minute to write on one post-it note, one thing you hope to gain at training today, and on the other post-it note, one question about the program you want answered.*
>
> *Then take your post-it notes and put them on the matching flipchart page at the front of the room.*
>
> *Stand behind your chair when you are done.*

As soon as everyone is standing, or 5 minutes has passed,

We will answer the questions, or provide what you hope to gain, before the end of the day.

Now one of the facilitators needs to

- ✓ cluster the post-it notes by theme
- ✓ see if any tobacco-related questions will not be answered in the day's activities, and prepare to answer them at the end of the tobacco section at 11:19
- ✓ make sure their needs will be met through the agenda (they usually are)
- ✓ make sure any questions that will not be covered by the agenda are answered by the the end of the day

9:58 Reason to Smoke and Reasons to Quit Smoking (5 min)

For the next hour we are going to learn the information and skills people in your group will use to decide if they are ready to quit, and to plan and practice ways to cope without smoking. By the time we are done, you will have covered almost every page used in the Participant *and* Buddy Handbook *up to Meeting 10. You will have heard, seen, and used almost all the information and skills the people in your group will use, and will have covered much of the content and activities in the Recruitment Meeting and Meetings 1–5. This afternoon, in your practice sessions, we will cover the other information or tools that people need before Quit Day.*

Flipchart Activity

Post two flipchart pages in the room, as far away from each other as possible. Before the session, write both these headings on each of them—"reasons to smoke" and "reasons to quit."

Ask the group to number off in twos (1,2, 1,2 etc.).

Ask the 1s to go to one flipchart, and the 2s to the other.

Ask *"Who can write clearly and fast on the flipchart?"*

Give one volunteer from each team a marker.

Tell each team, *"You have three minutes from the time I say 'go' to write as many reasons as you can under both headings. Let's see which team can get the most answers. 'Go.'"*

After 90 seconds, if they haven't done so, ask them to start on their second heading.

After 90 more seconds, yell *"stop."*

Start with the team with the most answers.

Ask the volunteer to read their "reasons to smoke" from that team aloud and ask the volunteer from the other team to put a check next to similar answers on their list.

Then have the second volunteer read all the unmarked answers on their team's list.

Next switch and have the second team volunteer read their "reasons to quit" while the volunteer from the first team puts a check beside similar answers on their list.

Then ask the first team volunteer to read all the unmarked answers on their team's list.

Ask everyone to give themselves a hand and to sit down.

This is an activity that is done at the Recruitment Meeting, and Meeting 3.

As you can see, people believe smoking helps meet some of their needs. In the process of quitting, people really have to have reasons to quit—reasons that are important to ***them****, not just their boyfriend or girlfriend, parents, coach, teachers. When their reasons for wanting to quit are greater than their reasons for wanting to smoke, they are ready to prepare and take action to quit. They are also more likey to be successful.*

10:03 Tobacco Facts and Telling !t Like It Is (8 mins)

Starting with the person on my right, pair up with the person sitting on your right.

Take 5 minutes to read in the Participant Handbook, *Tobacco Facts and Telling It Like It Is on pages 13 and 15 (they are also in the* Buddy Handbook*).*

Then decide as a pair the one consequence and the one benefit you think would have the greatest effect on motivating someone your age to try to stop smoking. Put a star next to these 2 items.

When you are done, turn your Handbook face down on the table.

Take 1 minute, for half the pairs to tell the group their one consequence. Take another minute for the other half to tell their one benefit.

Until a person's own reasons for wanting to quit are greater than their reasons for wanting to smoke, they are not ready to make a quit attempt, and if they do, their chances of being successful are low.

10:11 Kinds of Addiction, Craving, and the 4 Ds (3 min)

Let's find out about people's addiction to smoking.

Turn in the Participant Handbook *to* Understand Addiction *on page 11.*

Take up to 3 minutes to read Understand Addiction to the group using the excerpt below.

Smoking tobacco is an addiction with 3 parts:

- *chemical addiction to nicotine*
- *habit*
- *feelings*

Chemical Addiction

Nicotine is one of the main chemicals in tobacco. Nicotine is an addictive drug. Each puff on a cigarette sends a dose of nicotine to the brain. Within 7 seconds nicotine enters the brain and temporarily stimulates the "feel good" chemical messengers: adrenaline, dopamine, and beta-endorphin.

These body chemicals are the ones that help decrease anxiety, enhance pleasure, and bring on a feeling of alert relaxation. And know what? The more people smoke, the less their body is able to release these chemicals naturally.

People who crave cigarettes and cannot last for longer than an hour without smoking are probably addicted to nicotine.

The craving for nicotine can be a minor problem for some people and a major problem for others. The 4 Ds on page 19 will help them get through the craving. Within 2–3 days of their last cigarette, nicotine and its by-products will be out of their system. What's left are their habits and feelings.

Habit

The habit of smoking involves all of the many links between people and their cigarettes. People who smoke a pack of cigarettes a day bring the cigarette to their mouth about 250 times each day. The only thing these people do more often is breathe!

Many smokers have a cigarette during particular activities or situations. For example, some people smoke while talking on the phone, after a meal, during a break in the school day, while talking with friends, or at a party. After a while, smoking becomes linked with each of these activities.

Feelings

People form a psychological dependence on cigarettes because their smoking is related to how they feel. All sorts of feelings become linked with smoking. People may feel that smoking

- *helps to deal with stress*
- *is relaxing*

- *is a comfort, a friend*
- *makes them happy*
- *covers up feelings that make them feel bad-like anger, sadness, loneliness, depression*

Only the person who smokes can truly understand their addiction. To help them see when they smoke, how much they "need" a cigarette, and how they are feeling when they smoke, they can use the Pack Tracks at the back of the Participant Handbook. *We will work with the Pack Tracks this afternoon.*

As people start to see the links between each cigarette and their nicotine addiction, habits, and feelings, they can choose other ways to deal with them besides smoking. We are going to learn about options this morning.

Making plans and practicing them before Quit Day is a big part of No More Butts!

10:14 Coping with Cravings (3 min)

Now we are going to talk about cravings and how people can cope without smoking. You will cover this is in the Recruitment Meeting and Meetings 3, 7, and 8 because the plans, skills, and practice people need to cope with cravings are very important in the process of quitting.

One of the things that may keep people from trying to quit, or being able to stay smoke free, is the craving or urge to smoke. Some people don't believe they can get through that craving without a cigarette. But they can. The craving is caused by their body's need for more of the drug nicotine that it has come to depend on. Or it may be triggered by a situation, place, time, or

feelings they have come to associate with smoking—like at breaks, after a meal, when angry or frustrated, or when they want to relax.

But that craving will go away in 1 ½–5 minutes whether they smoke or not. And the longer the time between cigarettes, the less strong the craving will be. Eventually the craving or urge will be gone altogether.

Picture the craving like trying to blow a big bubble gum bubble—it grows slowly as you blow gently, getting bigger and bigger. When you think you can't stand the urge any longer its pops like the bubble. Then it fades like when the air goes out of the bubble.

Pass out sugar-free bubble-gum. Ask everyone to chew for a few seconds and then at the same time, see who can blow the biggest bubble.

Great job. At the Recruitment Meeting and Meeting 7, you will also give everyone gum and have a bubble-blowing contest.

10:17 The 4 Ds to Deal With Nic Fits (10 min)

Turn, in the Participant Handbook, *to The 4 Ds to Deal With Nic Fits on page 19. These 4 ways to cope with the craving or urge to smoke seem really simple, and may even sound stupid to some people. But people who use them have reported they do help them to not smoke, and to cope with situations or feelings in their lives without a cigarette.*

Because the 4 Ds are key to succeeding, they are repeated at Meetings 3, 4, and 5. It is important for people to learn how to do deep breathing and relaxation techniques to cope with the urge to smoke and how they are feeling. They do it repeatedly in the group so they have time to practice and feel more comfortable with these skills before they use them on Practice Quit Day at Meeting 5 and Quit Day at Meeting 7.

You may feel uncomfortable doing deep breathing and the stretching excercise at first, but they are something you ***cannot*** *leave out of the meetings. These are great skills for you to use in life too.*

Take 9 minutes to

- ✓ **Review the 4 Ds with the group.**
- ✓ **At *Deep Breathe* do 2 sets of deep breathing.**
- ✓ **At *Do Something Else* do 1 set of the Str-r-r-retching and Tighten and Relax exercises with the group**

10:27 Positive Self Talk (2 min)

In addition to outside situations that may trigger the urge to smoke, there are also internal cues, or thinking patterns, that may trigger the urge to smoke. In fact, most slips happen because of something that smokers tell themselves as an excuse to return to the comfort of smoking.

So another tool people can use to change their smoking behaviour, or any other behaviour, is positive self talk. In the Participant Handbook *turn to Using Positive Self-Talk on page 33.*

Often we talk in a negative way to ourselves. It's negative because it doesn't change our situation—it only makes us feel worse. But saying positive things to ourselves can motivate us. Motivation is that inner drive that causes us to act.

To increase their chances of quitting, people need to pay attention to their self-talk. If it's negative, say "stop" to themselves, and replace it with a positive self-talk.

There are some examples of negative and positive self-talk that participants are asked to read, and then practice their own positive self-talk on the next page.

10:29 Will I Blob? And Nutrition Tips (3 min)

Women in particicular smoke to contol their weight and may be afraid to quit for fear of gaining weight. In the Participant Handbook *turn to* Will I Blob? *on page 23.*

Summarize by reading the excerpt below (3 min)

Whether or not people will successfully quit smoking often depends on the importance they place on weight control. That is, they may think smoking helps them keep the weight off.

But, not everyone gains weight.

The average weight gain after quitting smoking is about five pounds: no blobs!

If people find their weight creeping up, remember that quitting is much better for their health than smoking. Nicotine artificially raises metabolism, so when they quit smoking, their metabolism returns to normal and their body burns calories more slowly.

Weight gain is less harmful to health than smoking. People would have to gain 80–100 pounds to offset the health benefits of quitting smoking!

The Nutrition Tips on page 24 of the Participant Handbook *will help everyone to be healthy.*

In No More Butts! *participants use the information and skills we have covered this morning to write plans with their buddies for action they will take and skills they will use to avoid or cope with triggers, cravings, and withdrawal symptoms. They use their plans, skills, as well as buddy and group support, to practice quitting for 24 hours after Meeting 5. They re-plan at Meeting 6. So they are prepared as well as possible for Quit Day on Meeting 7.*

10:32 Break **(7 min)**

Review the post-its, make sure the leader's needs will be met through the agenda, and identify those items that need to be addressed at the end of the day.

10:39 The Stages of Change **(15 min)**

The purpose of the Recruitment Meeting, which is held a week before the first meeting, is to show people who are thinking about quitting what No More Butts! *has to offer, and how it works.*

The first activity during the Recruitment Meeting is the Reasons for Smoking and the Reasons for Quitting that we did in two teams first thing this morning. You can see on our flipcharts that people feel there are benefits to smoking. But until their reasons for wanting to quit are greater than their reasons for wanting to smoke, people usually are not ready to make a serious quit attempt.

In the Peer Leader's Guide, *turn to* How Ready Are You to Quit, *on page 152 in the* Handouts section. *At the Recruitment Meeting, people use this to see if they are ready to fill in the bottom section to sign up for your group.*

By Meeting 4, people in the group have learned why they smoke and what triggers their urge to smoke. They have made plans and practiced skills to cope with cravings, possible weight gain, and withdrawal symptoms. Before they try to stay smoke free for 24 hours at Meeting 5, they do Quitting? Great. But What Stage Are You In? *on page 26 of the* Participant Handbook.

In the Participant Handbook *turn to* Quitting? Great. But What Stage Are You In? *on pages 26–29 . Take up to 5 minutes to read it to yourself now. Turn your books over when you are done.*

Once all the books have been turned over, or 5 minutes is up, ask the following questions:

Q. What stage do you think most people who sign up at the Recruitment Meeting would be in?

A. Stages 2 and 3. (If they are in Stage 1, they signed up to please someone else)

Q. What stage would you predict the most successful people are in when they sign up?

A. Stage 3

Q. What Stage will people be in who practice quitting for 24 hours at Meeting 5?

A. Stage 3 or 4

Q. What Stage will people be in who quit on Quit Day at Meeting 7?

A. Stage 4

Q. What stages could people in the group be in from Meetings 8-15?

A. Almost any one of them:

People who stay smoke free will be in Stage 4.

People who slip and have a cigarette can go back to Stage 3 to revise their plan. They may go on to Stage 4 to quit again right away, or they may decide to go back to smoking (Relapse).

People who Relapse may go back to Stage 1 or 2 and stay there until their reasons for wanting to quit are greater than their reasons for smoking (Stage 2), or they are ready to prepare (Stage 3) to try and quit again (Stage 4).

Depending on where people in the group are at in the Stages of Change process, this is when they tend to leave the program:

***Put up the overhead, "When Participants Leave the Program", Appendix E**

- *most left after meeting 1 or 2: they weren't ready to quit*
- *the next largest group left after Practice Quit Day, Meeting 5: their preparation wasn't adequate; they didn't quit; they weren't able to stay smoke free; or they decided they weren't ready, or didn't want, to quit*
- *a few left after Meeting 6, preparing for Quit Day: not ready*
- *a few after Meeting 7, Quit Day: reasons similar to after Practice Quit Day*
- *almost no one left after Meeting 8*

Two-thirds of participants finished No More Butts! *in the 10 school pilot program across Nova Scotia (2001).*

It is important for peer leaders and staff advisers to remember that No More Butts! *is for people who want to make a quit attempt. If they are not ready, or change their minds and go backwards in the process of quitting, it probably has nothing to do with you.*

In the Participant Handbook, *turn to Learning from a Slip on page 51. Read it to yourself and turn your book over when you are done.*

In No More Butts! *people's efforts to prepare, try to quit, and become smoke free are all seen as important. Every time a plan fails, or a skill does not work, it is an opportunity to learn and figure out what to do differently next time.*

It is important for participants to understand that slips and relapses are normal. But each time they try to quit again, they will be that much further ahead because of what they learned in the previous attempt. Every cigarette they don't smoke is a success!

The key to keeping people in the group is to encourage participants and buddies to do all the activities in the handbooks, and practice the skills, even if they seem silly or too simple to work. Doing this as part of a group, and using the tools and skills, will help them move through the Stages of Change.

No More Butts! *has a draw for two $20 music store gift certificates per school for anyone who is smoke free for at least 2 weeks. This acknowledges their effort and we know that people smoke free for at least 2 weeks have an increased chance of success in future quit attempts.*

There is also a draw for two $20 music gift certificates for buddies who attend 12 or more meetings. This acknowledges their commitment to supporting a friend.

Because No More Butts! *is based largely on group support, and "drop out" is normal depending on where people are in the Stages of Change, the program meetings* ***cannot*** *start unless at least 4 people sign up.*

10:54 Small Group Activity: Tobacco Facts and Handbooks (25 min)

Before training, set up 4 stations around the room with one of the 4 sets of questions below written on a sheet of paper, and taped on the wall above a full piece of flipchart paper. Each station needs a marker.

1. a) List some things that trigger people's urge to smoke.

   b) Then list some ways to cope in each of these situations instead of smoking.

   Help: *Participant Handbook* page 21, *A Quick Guide to Doing Something Else*

2. a) List some symptoms of withdrawal.

   b) Then list some ways to cope with these symptoms.

   Help: *Participant Handbook* page 30, Handling Withdrawal Symptoms and Signs of Recovery

3. How might smokers feel:

   a) about planning to quit?

   b) after they quit?

   Help: *Participant Handbook* page 43, Feelings About Quitting Smoking

4. a) List what smokers might need as they quit.

   b) List what other people can do to help smokers as they quit.

   Help: *Buddy Handbook* page 5, *The Role of the Buddy* and page 21, *How I Will Help My Friend Stop Smoking*

> *So now you know the information and skills people in your group will use to decide if they are ready to quit, and to plan and practice ways to cope without smoking. You have used almost every page they will use in the* Participant *and* Buddy Handbook *up to Practice Quit Day, Meeting 5.*
>
> *Now you get to use this knowledge in small groups to complete more activities from* No More Butts! *Meetings 4, 5, 6, and 7.*
>
> *Between what you knew about smoking before you came, what you've learned this morning, and the "help" handbook pages listed on each flipchart, you'll have no trouble answering the questions posted around the room.*
>
> *Everyone stand up, and line yourselves up in order of birth date, starting with January 1 on my left side and ending with December 31 on my right. You have 1 minute. Go!*

Then divide the birth order circle into four equal groups. Have group 1 go to ques. 1, group 2 to ques. 2, etc. When they get to their flipchart page, ask the groups to,

> *Work together for 4 minutes to write your answers to the 2 questions, on the flipchart paper.*
>
> *Then take 2 minutes to read the page in the* Participant Handbook *or* Buddy Handbook *written on your question sheet.*

Then fill in any information that might answer your questions more fully.

Pick someone to read your group's answers to the rest of the group.

After 4 minutes ask the groups to turn to the handbook pages listed on each flipchart, if they have not already done so, and to use the information to answer their question as fully as possible

After 2 more minutes, ask everyone but the group 1 reporter, to sit down.

Group 1 report (3 min.) They should have a lot of good answers as they have seen or used all the info the participants will have to complete *A Quick Guide to Doing Something Else*

Group 2 report (3 min.) They should have a lot of good answers as they have seen or used all the info the participants will have to complete *Handling Withdrawal Symptoms and Signs of Recovery*

Group 3 report (3 min.)

Possible answers to "about planning to quit" (*** also on overhead Appendix F):

- excited, hopeful
- worried about weight gain, *Will I Blob, Nutrition Tips*
- afraid of failure, *Positive Self-Talk*
- needing a plan, *Planning to Quit for 24 Hours, Planning For Quit Day, How I Will Help My Friend Stop Smoking*

Possible answers to "after they quit," *Feelings About Quitting Smoking* (*** also on overhead Appendix G):

- proud
- excited, hopeful
- afraid of failing
- irritable, cranky
- sad, like something is missing
- resentful about having to give something up
- stressed, *Doing Something About Stress*

After the group 3 report, ask people to turn in the Participant Handbook, to page 41, *Changes Your Body Goes Through When You Quit.*

This page is great because people can see that right away their body will start to return to normal and heal itself. This can be very motivating. You may want to show this page to people in your group who express fear about quitting or say they aren't sure its worth the effort.

In the Participant Handbook, turn to page 47, *Doing Something About Stress.*

Coping with stress will be covered in Meeting 9, one week after Quit Day. The participants had all the skills to cope with stress before Quit Day. This meeting just allows them to focus totally on stress they may be feeling, how to cope without smoking and to have some fun.

Group 4 report (3 min.)

Possible answers to "might need as they quit" (*** also on overhead Appendix H):

- to believe their plans, skills, buddies, and group support can help them in the process of quitting, *Planning to Quit for 24 Hours, Planning for Quit Day, How I Will Help My Friend Stop Smoking*
- to use their plans, skills, and support from their buddy and the group
- to talk about their feelings and how things are going, and to share what is working and problem solve together if their plan needs to be revised, *Triggers to Smoke, Tips to Keep At It*
- encouragement to use their skills and plans, the 4 Ds, positive self-talk, and ways to cope with stress, weight gain, and withdrawal, *The 4 Ds, Positive Self-Talk, Handling Withdrawal Symptoms and Signs of Recovery, Doing Something About Stress, Will I Blob, Nutrition Tips*
- feeling they are OK if they do slip and have a cigarette, *Remember for Next Time, Learning From A Slip*
- learning from a slip and revising their plans, *Remember for Next Time, Learning From A Slip*
- a chance to focus on the benefits of quitting or cutting down, *My Benefits of Being Smoke Free, Count the Cost*

Possible answers to "what others can do to help smokers as they quit" (*** also on overhead Appendix I):

- provide support and encouragement
- be patient
- offer to do things with them where smoking is not part of the fun
- *Dear Teacher Letter, You and Your Buddy, The Role of a Buddy, Planning to Quit for 24 Hours—Practice Quit Day, Planning for Quit Day, How I Will Help My Friend Stop Smoking, Request for Teacher Support, I Will Help My Buddy to be Smoke Free in the Future*

After the group 4 report,

> *The support of a buddy was listed as one of the top 2 parts of* No More Butts! *that participants said were very helpful and kept them coming to the meetings.*
>
> *The buddies need to be people who don't smoke. If someone does not have a buddy, peer leaders* ***cannot be*** *their buddy. You have too much to do facilitating the meetings to sit and do the activities as a buddy.*
>
> *Information in the Recruitment Meeting and Meeting 1 will help people understand why a buddy is helpful and what to look for in a buddy. So hopefully everyone will have a buddy who does not smoke by Meeting 2.*
>
> *If the buddy comes to the meeting and their partner does not, the buddy is welcome to stay or go. If their partner has left the program, the buddy no longer needs to come to the meetings, unless they become a buddy for someone else.*

11:19 Tobacco Facts, Stages of Change, Ques. & Answers (2 min)

Answer any questions related to smoking and quitting from the post-it notes that were not covered in the content so far.

> *Does anyone have any questions related to smoking and the process of quitting before we move on to leading groups?*

11:21 Group Guidelines and Confidentiality (7 min)

Now we'll focus on leading groups until lunch.

As Peer Leaders you are part of the group, an equal, not a superior to the participants. You have volunteered to facilitate the meetings, and the word facilitate simply means "to make easy."

You can use words like "we are going to ..." and read the handbooks and think of answers while the particpants are, so they feel you are working as part of their group quitting and support system.

The goal is to have a group where everyone can participate in the activities and discussion as fully as they feel comfortable, and for them to feel responsible for the well being of the group as a whole—versus leaving that to you alone.

Group Guidelines are created at Meeing 1. They help create an atmosphere of group trust, group responsibilty, and safety. Group guidelines are a list of the ways people in the group agree to act, and treat each other, so everyone can get the most out of their time together. They help establish the expectation that everyone in the group is responsible for their behaviour, and how well the group works.

Think of groups you've enjoyed. What kinds of guidelines would help people in your group, including you, act in the ways that made the group you are thinking of enjoyable?

Let's take 3 minutes now to brainstorm the kinds of guidelines that would work for your group. I'll write them down and then we can check to see if everyone agrees with them.

Some ideas to get the group started follow:

- start and end on time
- only one person talks at a time (since everyone has something important to say)
- no put-downs (especially regarding success or failure in not smoking)
- tell someone if you can't make it to the next meeting
- it's okay to pass if you don't want to share your thoughts with the group
- everyone will keep what happens in the meeting confidential

Ask if everyone agrees on the final list.

Negotiate the guidelines if necessary.

In your meetings, once the group agrees on their guidelines, you write them on Bristol board, have the participants sign the poster at Meeting 2 to agree to the guidelines, and take the poster to the rest of the meetings. That way, anyone in the group can refer to the guidelines poster if people are acting in a way that goes against the guidelines. Groups can also add more guidelines if situations arise where they need to agree how to respond as a group.

One group guideline you as peer leaders need to add, as a member of the group, is confidentiality. Your meetings will involve information sharing, group discussion, individual work, and teamwork. For the program to benefit everyone, people need to work together and feel free to express their thoughts and feelings openly, without worrying that they will be talked about outside the meeting.

Who is in the group, what is said in the group, and how people are doing in the group, must not be discussed outside the sessions by leaders or participants. All information on the sign-up and Attendance Forms will be kept confidential and will only be shared with Public Health or Addictions Services to evaluate the program.

The only exceptions to confidentiality will be if anyone in the group reveals abuse or threatens to harm themselves (suicide). You, as

leaders, must report this to your staff adviser who will know how to provide or get support.

What you see here,
What you hear here,
Let it stay here,
When you leave here.

11:28 Leading (Facilitating) A Group (2 min)

Carol Page of the Peer Helping Network, Halifax Regional School Board, provided much of the information about leading groups used today. Everything we are going to cover in the next hour is written in your Training Notes, starting on page 12.

Skills needed to lead groups include active listening, questioning, empathy, problem solving, feedback, trouble-shooting, referral, and ethics. We are going to explore each of these skills now.

11:30 Active Listening and the Name Game (20 min)

Active listening means totally focusing on the person, what they are saying, and what it means to them. It means shifting from me to you—from yourself to the other person—taking the time to really listen to them.

The skills for active listening spell FELOR

**** Put up the "FELOR" overhead (Appendix J)**

F— Face the person you are listening to. This says I am willing to be with you.

E— Eye contact maintained. This says I am focusing on you and paying close attention.

L— Lean slightly toward the person or walk closer to their side of the room. I am involved and interested in you

O— Open posture to show you are receptive (rather than defensive)

R— Relaxed manner to show you are interested and taking time to listen

Now we will each have a chance to try our active listening skills by playing the name game. The goal is to remember everyone's name.

You think of an animal that starts with the same letter as your first name (for example, Sharon the Sheep). We will be going around the room from left to right.

The first person says their name and the name of their animal. The next person repeats the first person's name and animal, and then says their name and animal. The third person says the first person's name and animal, the second person's name and animal, and then their name and animal ... and so on until the last person says everyone's name and animal in the room. (for example, Sharon the Sheep, Tanya the Tiger, Elizabeth the Elk).

Its lots of fun and I think you'll be surprised at what happens. Take off your name tag now.

You start, but after the group finishes you say all their names and animals in order. They like this part! Enjoy.

Questions to ask after the activity:

Were people who you could not see clearly, or face, harder to remember? (Face)

Did you do better when you looked at each person each time they were named? (Eye)

At the beginning, when you were worried about whether you could do it, was it hard to focus on listening? (Active listening means you have to shift the focus from you to them.)

11:50 Questioning and Empathy (10 min)

Questioning is a skill you use to help clarify feelings and situations without making the person feel they are being put on the spot. Effective listeners must avoid some kinds of questions and learn how to use others.

Use open-ended questions instead of closed questions that have "yes" or "no" answers.

"What is the weather like out today?" is an open-ended question that will help you understand more fully than a closed question like, " Is it sunny out?" A "no" answer to this closed question could mean all sorts of things–it is cloudy, raining, snowing, hailing. You would not know for sure what the speaker meant unless you asked more questions.

Open-ended questions can start with "what," "how," " when," or "where." Avoid using "why" questions because they can make people feel defensive.

Empathy is the ability to put yourself in the other person's shoes, to see things as they are seeing them, and to think with the person. Empathy is very important in relationships, especially helping relationships like being a peer leader or a staff adviser.

When people in your group are trying to quit, they need to feel you are trying to understand how they are feeling and what they are going through.

Lets start putting ourselves in their shoes by reading the Meeting 7 activity, Feelings About Quitting Smoking, on page 43 of the Participant Handbook. *Read it to yourself and turn your book over when you are done.*

When the books are all turned over, ask

People who smoked: can you relate to how people who quit may be feeling?

People who never smoked: were you surprised at some of the feelings? Which ones?

As peer leaders it is important to show that you are trying to see things from the participant's perspective, and to think with him or her. Listen for feeling and content. Respond to show your understanding, or check if you are unsure. It is essential that you don't judge the participants, tell them how they are feeling, or minimize what they are feeling.

12:00 Problem Solving and Constructive Feedback (10 min)

**** Put on the overhead "Problem Solving", (Appendix K)**

As peer leaders, you'll probably have to problem solve to promote and lead the meetings together, and to respond to situations which arise during the meetings. The problem solving process is defined on the overhead and in your Training Notes. Participants have a similar process included in Learning From A Slip in the Participant Handbook.

1. *Define the problem*
2. *Explore the issue and generate possible options or solutions*

3. *Evaluate the options by considering*
   - *How you will feel*
   - *How it will affect others*
   - *How it will affect the future*
4. *Choose an option and act*
5. *Evaluate the results—Did it work? If not, then go back to step 1.*

You will need to use the problem solving process to give constructive feedback

Everything I am going to say about constructive feedback is written in the Training Notes starting on page 18.

There may be times when you may need to let people in the group, other peer leaders, or the staff adviser know how their behaviour affects you. Use the problem solving process to figure out how to proceed. Then communicate this using constructive feedback.

Whether the feedback is positive or negative, the same guidelines apply.

It's important to remember that the purpose of constructive feedback is to improve the situation.

**** Put on the overhead "How to Give Construcutive Feedback" (Appendix L)**

1. *Start with a positive statement related to the person's behaviour, or the situation you want to address.*
2. *Describe the person's behaviour without judging.*
3. *Take into account both your needs and theirs.*
4. *Make sure the feedback is directed toward a behaviour the person can do something about (not something over which they have no control).*

5. *Time it well, as soon after the behaviour as possible (depending on the person's readiness to hear it and support available from others).*
6. *Describe the impact the person's behaviour is having on you or the group.*
7. *Suggest a solution to improve the situation.*
8. *Allow a response before moving on.*
9. *If the proposed solution is not acceptable, problem solve with the people/person involved to come up with another option.*

For example:

Positive feedback—"It's great that so many people participate in group discussions because your participation makes the meetings more useful and interesting. Please keep sharing ideas and answers whenever you feel comfortable doing it."

Negative feedback—"We really appreciate the effort that people have been making to get to the meetings on time. But when a few people consistently come late, and we wait while you are getting seated, it is hard to pick up where the group left off. It would be great if everyone could make the effort to come on time, or tell a peer leader why it is a problem, so we can figure out a way to make it possible for you to be here on time. Is that something we can agree on?"

You also want to give feedback to encourage group members to contribute to the group. One way is to acknowledge their contribution with eye contact and a nod, smile, or thank you. Avoid judging their answer with a "good answer" because if you don't say it to everyone, others may feel their answer wasn't "good."

The Constuctive Feedback Formula

**** Put on the overhead "The Constuctive Feedback Formula" (Appendix M)**

1. *Start with a positive*
2. *Describe the behaviour without judging*
3. *Describe the impact of the behaviour*
4. *Suggest a solution to improve the situation*
5. *Allow a response*
6. *Problem solve together to agree on an option if the proposed solution is not acceptable*

Let's write a feedback statement as a group.

**** Leave Appendix M on the overhead** and ask the group to

provide constructive feedback to someone who often makes fun of what other people share during group discussions.

Appendix N, "The Constuctive Feedback Formula Sample" has sample answers in brackets if you need them as a guide.

"The Constuctive Feedback Formula Sample" (Appendix N)

1. *Start with a positive (It's great that people feel comfortable expressing their thoughts in our meetings)*
2. *Describe the behaviour without judging (but when people make fun of what other people are sharing during the meeting)*
3. *Describe the impact of the behaviour (those people may stop sharing, or leave the group. Without group discussion, the meetings are not as useful or fun for anyone.)*
4. *Suggest a solution to improve the situation (Let's keep unkind comments to ourselves.)*

5. *Allow a response (Can we add this to the group guidelines?)*
6. *Problem solve together to agree on an option if the proposed solution is not acceptable*

12:10 Trouble Shooting (21 min)

Write the following common situations that have arisen in peer-led meetings on flipchart paper and post them in 4 separate areas of the room:

1. people consistently coming late and meetings can only last 40 minutes
2. people consistently having side conversations while someone is speaking to the group
3. people not participating in group discussions/activities
4. peer leaders not preparing for their part of the meetings

Ask participants to number off from 1–4 around the room.

Send all the ones to flipchart 1, twos to flipchart 2, etc.

When they are at their flipchart page, ask them to

Take 5 minutes to

> *use the problem solving steps* (Appendix K) *projected on the wall to brainstorm and choose realistic options for how peer leaders could work with the group, the people involved and/or the staff adviser to resolve your situation. Each group will have up to 3 minutes to read your answers to the large group.*

After 5 minutes, ask each group to take 2 minutes to write their problem and best solution from their flipchart, using The Constructive Feedback Formula, Appendix M, now shown on the overhead

After 2 minutes ask group 1 to read their answers.

Then invite experienced peer leaders and staff advisers to share any other options that have worked for them.

Allow up to 3 minutes per group.

Repeat for groups 2–4.

The staff advisers need to be "on call" during meeting times in case the peer leaders need your assistance with the group or an individual. However, most times situations can be discussed, and options decided, between meetings.

There is space in the Training Notes (pages 19 and 20) if you want to write in the flipchart options you would use for your meetings before you leave today.

12:31 Referral and Ethics (2 min)

Peer leaders must uphold the group guideline of confidentiality and never repeat what a group member has said outside the group meeting. However, we are only able to train you to promote and lead No More Butts!

If a situation arises where a group member wants your help with an issue other than quitting smoking, let them know the situation is not something you have been trained to handle. Refer them to the staff adviser or guidance counselor and do not repeat what the group member told you.

The exception to confidentiality is when someone may harm themselves or is being abused. In this case, refer to the group guidelines poster (developed at Meeting 1), and tell the person you must tell the staff adviser immediately. Offer to go with them so they can speak to the staff adviser or guidance counselor themselves. Once you, or they, have disclosed the threat to harm or the abuse to the adult, leave the participant alone with the adviser or counselor, and do not repeat what the group member told you.

That's all for leading groups. Does anyone have any questions or concerns before lunch?

If there are any issues on the "hope to gain" post-its, related to leading groups or how the program works (except promotion), answer them now.

12:33 Lunch (27 min)

Start lunch whenever the previous section is finished. Any time saved from the morning's schedule can be used to allow the afternoon presentations and feedback to proceed at a more relaxed pace.

Put on each of 4 tables in the room, which have been moved as far away from each other as possible, 4 flipchart pages for the peer leaders' meeting preparation, 2 markers, and one foot of masking tape

Post the Evaluation flipchart page at the front of the room for the post-it notes.

One "Trainer" takes staff advisers to a separate room or corner after lunch.

1:00 Preparing Peer Leader Presentations and concurrent Staff Adviser Meeting (20 min)

Staff Adviser Meeting

***Note: The content for the Staff Adviser Meeting is included in Training Notes-

Review the Staff Adviser Roles and Responsibilities on page 35 in Training Notes—Appendix B of the *Peer Leader's Guide*. Discuss tasks, and answer questions, while the peer leaders are preparing their meetings.

Stress the importance of the Attendance Forms being filled out at the start of each meeting.

Explain that peer leaders cannot omit activities from the meetings. Everything is there for a reason. Remind them that at least 4 participants are required to start the program.

If time allows, walk the advisers through *Promoting No More Butts!* on page 25 in the Training Notes—Appendix A of the *Peer Leader's Guide*.

Let them know you will call in 2 weeks to see how the group is starting to work together, learn about plans for promotion, and answer any questions. Tell them you will also visit just before Meeting 5 to encourage the peer leaders and answer any questions. Ask them to call you after Meeting 2 to schedule this meeting.

Peer Leaders Meeting

Ask peer leaders to move so each school group is sitting at its own table.

Assign a number from 1–4 to each school. Each group will lead one of the four activities that are listed in their Training Notes, page 21.

If there are less than four schools, leave out the Group 3 question. Schools with more than one returning peer leader are best equipped to do the Group 4 question.

> *Before you start preparing your presentation, turn to page 22 in your Training Notes to Tips for Leading Group Activities.*

Review Tips for Leading Group Activities aloud.

> *Now turn to Preparing Peer Leader Presentations, page 21 in your Training Notes. What you have to do in the next 20 minutes is listed there.*

Read this aloud so they are clear on the tasks.

> *There are markers, tape, and flipchart paper on your table. I will bring around any other items your group will need now. If you have any questions just call me over.*

Give these materials out once the group numbers have been assigned.

Group 1 2 photocopied Attendance Form(s) & 2 sharpened pencils

Group 2 16 sharpened pencils

Group 3 1 photocopy of Pack Tracks cut in squares and a pencil

Group 4 sample poster and invitations

1:20 Peer Group Presentations (70 min)

Allow 15 minutes for each presentation, a minute after each one to give feedback to the peer leaders, and 1–2 minutes for set up of each presentation

1. The Role of the Buddy and Completing Attendance Forms—Meetings Plans, Meeting 2
2. Why I Smoke—Meetings Plans, Meeting 2

3. Coping With Cravings and Pack Tracks—Meetings Plans, Meeting 3
4. Recruiting People Who Want to Quit (or who are thinking about quitting)

2:30 Questions, Answers and Closing (7 min)

Congratulations on your group presentations.

Do we need to clarify anything about how to promote No More Butts!*?*

Do we need to clarify anything about the Recruitment Meeting and Meetings 1 to 15?

Remember that because No More Butts! *is based largely on group support, and "drop out" is normal depending on where people are in the Stages of Change, the program meetings can't start unless at least 4 people sign up.*

Answer any unanswered post it notes now.

Closing

Today you had a chance to

- *Learn information and skills people can use to help them decide if they are ready to quit, and to cope without smoking*
- *Learn some information and skills that will help you facilitate a group, and deal with problems that may arise*
- *Practice facilitating meeting activities and designing a promotion plan*
- *When you combine these things with your own:*
  - *— caring*
  - *— commitment*
  - *— time*
  - *— energy*
  - *— and hard work,*

we hope you have a great No More Butts! *group experience.*

We'll be in touch by phone in two weeks and we'll be out to encourage you and answer any questions, before Practice Quit Day, Meeting 5.

But, before you go, we need you to evaluate today's presentations and activities.

2:37 Training Day Evaluation (5 minutes)

Materials : 37/8" x 57/8" lined post it notes (Highland 6609)

Number a lined post-it note from 1–8 and answer the eight short Evaluation questions on page 23 and 24 of your Training Notes. No names required. When you are done, quickly put the post-it note on the flipchart at the front and stand behind your chair.

Excerpt—*Evaluation,* Training Notes

1. List any skills you learned, or improved upon, today
2. Do you feel you have enough information to promote *No More Butts!* to people who smoke? If not what do you need? (Staff advisers do you have enough to help?)
3. Do you feel you have enough information to co-facilitate the meetings? If not, what do you need? (Staff advisers, do you have enough to support the leaders?)
4. Write 1 choice that best describes how prepared you feel to co-facilitate a group (Be a supportive staff adviser)

   well prepared quite prepared prepared not prepared
5. Write 1 choice that best describes how confident you are that all the information, and activities needed to co-facilitate the meetings are included in the Meeting Plans and Handouts section of this guide, and/or in the *Participant Handbook* or *Buddy Handbook.*

   very confident quite confident confident not confident
6. a)Write 1 choice that best describes how you enjoyed doing activities, learning information and skills, and practicing group leadership skills

   a lot quite a bit some not at all

   b) Comments?

7. What worked for you today?
8. What needs to be improved?

2:40 Closing

Thank you for being a peer leader or staff adviser. We know you are busy people and we greatly appreciate the time and effort you have agreed to give to this program.

No More Butts! *can only be offered to students in your school because you were kind and caring enough to volunteer.*

Thanks again and all the best.

2:42 Return to school

Sample Invitation for Schools to Offer No More Butts!

To: Principals

From: Public Health Services and/or Addiction Services

Subject: Invitation For Your School To Offer The New Peer-Led Stop Smoking Program For Students In Grades 10–12

Bill 125, *An Act to Protect Young Persons and Other Persons from Tobacco Smoke,* prohibits smoking in school buildings and on school grounds in Nova Scotia, effective January 1, 2003. As a result, students who currently smoke tobacco may want group support to make a quit attempt.

Offering support for students who wish to make a quit attempt is also recommended as one of the three components of an effective tobacco-free school-based policy within the document sent to all schools, *Making It Work! Guidelines for Creating Effective Smoke-free School-based Policies (2002).* The other two are tobacco-use prevention curriculum and education for teachers and parents.

We are pleased to offer your school the opportunity to provide the *No More Butts!* peer-led stop smoking program for grade 10–12 students. *No More Butts!* was piloted in 22 high schools across Nova Scotia in 2001. The pilot evaluation results related to recruitment, reduced tobacco consumption, and participant retention were comparable to the best results for adolescent stop smoking programs in the published literature. Fifty-nine percent (59%) of students who enrolled in the program were either smoke free (30%), or had cut down the amount they smoked by half or more (29%) by the end of the program. Two-thirds of the students who enrolled completed the 7½-week program.

No More Butts! is easy for peer leaders to facilitate effectively; has participant and group interaction; includes coping with stress and weight control; provides each participant and their buddy with a handbook; has interactive content for 15 sessions twice a week; and includes attendance tickets which mean that once a student stops attending sessions, they will not be able to say they need to miss class time to "attend" the program.

The Nova Scotia Department of Health, Public Health Services, and/or Addiction Services will provide to each participating school:

- a one-day peer leader and staff adviser training session, with lunch
- 4 *Peer Leader's Guides*
- 38 Handbooks for participants and their buddies
- 1 personal CD player, and five $20 music store gift certificates as incentives

APPENDIX A

- 27 stress balls co-sponsored by the Nova Scotia Teachers' Union
- recognition certificates for participants, buddies, peer leaders, and staff advisers

Based on the literature, the highest percentage of smokers to enroll in a school-based stop smoking program would be 6%. Based on the 2001 smoking rates for 15–19 year olds in Nova Scotia, in a school of 1000, this would equal 16 smokers. Since not all 16 of these 15–19 year olds smoke daily, and peer leaders find it difficult to manage groups larger than 30, *No More Butts!* has been structured for groups of 4–15 students who smoke at least one cigarette a day, have smoked for at least 3 months, and are not using nicotine replacement therapy in any form. They each bring a fellow student who does not smoke, as their buddy.

The following program timelines have been designed to fit within the school calendar, taking into account factors such as January exams, semesters, March Break, and the fact that students have said they do not wish to participate in lunchtime programs once the weather warms up in May:

- One day participatory training for 3 peer leaders and 1 staff adviser Feb. 6–20
- Two week, in-school program promotion to recruit interested students
- 30 minute peer-led program orientation for interested students—Feb. 27 or March 20
- Program start—March 4 or March 25
- Program finish—April 29 or May 13

For your school to enable up to 15 students and their buddies to participate fully, the following resources are required:

- One full-time staff member who is liked and respected by students, to be a staff adviser
- One day of release time for the staff adviser to accompany the peer leaders for training
- Three students to be peer leaders who are willing and able to attend one day of training, and promote and lead sixteen 30–40 minute sessions twice a week at lunch over nine weeks
- Transportation to the training session for staff adviser and peer leaders
- 100 pieces of sugar-free gum for visualization and relaxation activities during meetings
- Pizza or subs and a beverage for a closing celebration for a maximum of 34—participants, buddies, peer leaders, and the adviser
- 27 balloons for a stress reduction group activity
- 1 piece of Bristol board for group guidelines
- Up to 200 pages of photocopying (Attendance tickets and two communication pieces to school staff from the program group)
- Permission for enrolled participants to miss up to 20 minutes of class time for 15 days **if your school lunch is less than 50 minutes** (students contribute 20 min. of lunch time, school contributes 20 min. of school time, totaling 5 hours maximum over 2 months)

During discussions with principals to design *No More Butts!*, most were very willing to use "student fees" to offset these costs, and to allow an excused absence for those students actively trying to quit, or cut down, by attending meetings and participating fully in program activities.

No More Butts! is the only "free" group program available for youth in Nova Scotia at present. At today's rates, 65,000 Nova Scotian children and teens alive today will become regular smokers. Of these, half (32,5000) will die prematurely from tobacco-related illnesses.

If your school wants to offer *No More Butts!* in the winter of 2003, please recruit a staff adviser who has not smoked for at least 6 months and have him or her contact us as soon as possible, and by November 24, 2002, at the latest.

The staff adviser will need time to recruit three interested grade 11 or 12 students, who have been smoke free for at least 6 months, to be peer leaders. We know from past experience that students get involved in schools activities early and we need to get a commitment for peer leaders' time from February to April or May ASAP. The earlier the staff adviser and peer leaders are confirmed, the more prepared they will be to do a great job helping your students, who want to quit, make a quit attempt.

Thank you again for considering making this tobacco reduction program available to daily smokers in your school who are interested in quitting.

When your school has a staff adviser and/or peer leaders in place, please contact ....

Staff Adviser Roles and Responsibilities

- Recruit 3 peer leaders who are ex-smokers who have not smoked for at least 6 months; "credible" with people who smoke in your school; and who are able to willing and able to attend one day of training and to promote and lead sixteen 30–40 minute sessions, twice a week at lunch for nine weeks, between Feb and May
- Arrange transportation for you and the peer leaders to get to a local training day
- Attend a one-day training session
- Arrange with peer leaders' teachers that the leaders may be excused from class for training plus a few minutes on meeting days to prepare, lead, and debrief after the meetings
- Help peer leaders to plan how to promote the program and recruit people interested in quitting, prepare for meetings, and complete and safely store the attendance information and evaluation forms
- Arrange for time, space within the school for meetings (ideally always the same room)
- Arrange access to photocopying for peer leaders (not much needed)
- Buy sugar-free bubble gum, balloons, 1 piece of Bristol board, and "Cope Kit" materials using money from the school administration

- Assist with program promotion and distribute up to two information letters to other staff
- Provide support, motivation, and guidance to peer leaders as needed
- Be available during lunch meeting times in case the peer leaders need you. You are not expected to go to the meetings, only to be "on call."
- Put peer leader names on the provided recognition certificates

Public Health Services or Addictions Services staff are available to help address questions and concerns if they arise.

Peer Leader's Roles and Responsibilities

- Read your *Peer Leader's Guide* before the training session
- Attend a one-day training session during school hours
- Find other people in the school to help the 3 peer leaders create and use ways to promote the program in your school, and to refer interested smokers to a Recruitment Meeting (posters and invitations will be provided)
- Promote the program in the school
- Co-facilitate one 30-minute Recruitment Meeting within a week of the program start
- Co-facilitate fifteen 40-minute, lunch meetings with another peer leader over 7½ weeks
- Prepare at least two days ahead for at least 2 peer leaders to lead each meeting together, by:
  - reading the Meeting Plan in the *Peer Leader's Guide* and deciding who will do what parts of the meeting
  - having handbooks, attendance forms, chalk, and pencils for the meetings
  - doing any photocopying (not much needed)
  - checking with the staff to make sure you will have Bristol board, gum, balloons, cope kits, stress balls, or food in time for the meetings
  - Meet briefly with other peer leaders (and staff adviser, if possible) after meetings to discuss how it went and plan for the next meeting
  - Put names on the recognition certificates provided for participants and buddies
  - Have participants and buddies fill in their information on the Attendance Form at the start of each meeting, and complete one sign-up and evaluation form
  - Give the Attendance Form, sign-up forms, and evaluation forms to Public Health Services or Addictions Services staff at the last meeting

A staff adviser from your school and a staff person for Public Health Services or Addictions Services will be available to address questions or concerns if they arise

No More Butts! Pilot Program Results

83% of people in the program on Quit Day

- quit (43%)
- cut down by half or more (38%)

Participants reported

83% confident that the information and skills they learned, if used, will help them to quit smoking or cut down in future

91% learned skills that helped them quit smoking or cut down

87% learned information that helped them quit smoking or cut down

79% would recommend the program to their friends

Purpose of the day

1. Learn what to do, how to do it, and practice doing it so when you leave here you feel YOU CAN DO IT !

2. Feel confident that the information and activities needed to co-facilitate the meetings are included in the Meeting Plans and Handouts section of the *Peer Leader's Guide*, or in the *Participant* or *Buddy Handbooks*.

3. Enjoy doing activities, learning information and skills, and practicing group leadership skills with people your own age.

Learning Needs

Write one thing you hope to gain at training today

Write one question about the program you want answered today

When Participants Leave the Program

Meeting 1 or 2 most people left—not ready to quit or to come to meetings

Practice Quit Day, Meeting 5

- their preparation wasn't adequate
- they didn't quit
- weren't able to stay smoke free
- decided they weren't ready/didn't want to quit

Meeting 6, preparing for Quit Day—not ready to quit

Meeting 7, Quit Day—reasons similar to Practice Quit Day

Essentially no one left after Meeting 8—two-thirds finished No More Butts!

How Smokers Might Feel about Planning to Quit

Excited, hopeful

Concerned about weight gain—*Will I Blob? and Nutrition Tips*

Afraid of failure—*Positive Self Talk*

Needing a written plan of actions, skills and buddy support to use to stop smoking

Planning to Quit for 24 Hours

Planning For Quit Day

How I Will Help My Friend Stop Smoking

Needing to practice skills and plans to stop smoking—

Practice not smoking for 24 hours (Meeting 5)

Re-plan before Quit Day (Meeting 7)

How Smokers Might Feel after They Quit

proud

excited, hopeful

afraid of failing

irritable, cranky

sad, like something is missing

resentful about having to give something up

stressed

Feelings about Quitting Smoking
Changes Your Body Goes through When You Quit
Doing Something about Stress

What Participants Might Need As They Quit

Believe plans, skills, and buddy support can help
Planning to Quit for 24 Hours, Planning for Quit Day, How I Will Help My Friend Stop Smoking

Use plans, skills, buddy support, and group support

Talk about their feelings

Problem solve if they need to revise their plan *Triggers to Smoke, Tips to Keep at It*

Encouragement to use the skills, plans *The Four Ds, Stress Busters, Using Positive Self Talk, Nutrition Tips, Handling Withdrawal Symptoms and Signs of Recovery*

What Participants Might Need As They Quit

Feeling it is OK to slip and try again to quit or cut down by learning from the slip *Remember for Next Time, Learning from a Slip*

Focus on their benefits of being smoke free
My Benefits of Being Smoke Free, Count the Cost

Lots of encouragement and empathy

What Other People Can Do to Help Smokers As They Quit

Give support and encouragement

Be patient

Offer to do things with them where smoking is not part of the fun

Dear Teacher Letter
You and Your Buddy
The Role of a Buddy
Planning to Quit for 24 Hours—Practice Quit Day
Planning for Quit Day
How I Will Help My Friend Stop Smoking
Request for Teacher Support
I Will Help My Buddy to Be Smoke Free in the Future

FELOR

F – Face the person you are listening to

E – Eye contact maintained

L – Lean slightly toward the person or walk closer to them

O– Open posture

R – Relaxed manner

Problem Solving

1. Define the problem
2. Explore the issue and generate possible options or solutions
3. Evaluate the options by considering
   - how you will feel
   - how it will affect others
   - how it will affect the future
4. Choose an option and act
5. Evaluate the results—Did it work? If not, go back to step 1.

How to Give Constructive Feedback

Start with a positive statement related to the person's behaviour

Describe the person's behaviour without judging

Take into account both your needs and theirs

Make sure the feedback is directed toward a behaviour the person can do something about

Time it well, as soon after the behaviour as possible

Describe the impact the person's behaviour is having on you or the group

Suggest a solution to improve the situation

Allow a response before moving on

If the proposed solution is not acceptable, problem solve with the people/person to come up with another option

The Constructive Feedback Formula

Start with a positive

Describe the behaviour without judging

Describe the impact of the behaviour

Suggest a solution to improve the situation

Allow a response

Problem solve together to agree on an option if the proposed solution is not acceptable

The Constructive Feedback Formula Sample

1. **Start with a positive**
   It's great that people feel comfortable expressing their thoughts in our meetings
2. **Describe the behaviour without judging**
   but when people make fun of what other people are sharing during the meeting
3. **Describe the impact of the behaviour**
   those people may stop sharing, or leave the group. Without group discussion, the meetings are not as useful or fun for anyone.
4. **Suggest a solution to improve the situation**
   Let's keep unkind comments to ourselves.
5. **Allow a response**
   Can we add this to the group guidelines?
6. **Problem solve together to agree on an option if the proposed solution is not acceptable**

Peer Leader Sign Up Form

Name: _____ Age: ____

School: _____ ___Female ___Male

1. a) Have you ever smoked? ___Yes ___No

   b) If yes, how many cigarettes did you smoke a day? _____ a week? _____

   c) If yes, for how many weeks, months, or years, did you smoke? _____

2. If you smoked, how long ago did you quit? _____

3. If you smoked and quit, write in below who or what helped you to quit.

_____

_____

_____

_____

4. Please finish this sentence. The main reason I want to be a peer leader is

_____

_____

_____

_____

_____

Confidentiality Pledge

I _____, understand that everything said during a *No More Butts!* meeting, or shared with me by a participant or buddy, is confidential. This means I will not repeat to anyone what was said during the meetings and personal conversations.

The only exception to this confidentiality is if someone threatens to harm themselves, or discloses abuse. In these cases, I will tell the Staff Adviser right away.

Peer Leader Signature: _____ Date: _____

No More Butts! is a peer-led stop smoking program for high school-aged students who smoke daily and who want to quit.

NO MORE BUTTS!

Buddy Handbook

NO MORE BUTTS!

NOVA SCOTIA

Department of Health

No More Butts! is sponsored by the Nova Scotia Department of Health, and Public Health Services and Addiction Services within the District Health Authorities, as well as interested high schools.

December 2002

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Welcome to No More Butts!

You've decided you want to help a friend to stop using tobacco. Great. Having support from a friend or buddy is one of the most important factors in successfully quitting smoking and staying smoke free. This handbook is designed to help you help your friend, your buddy.

Quitting isn't easy, but what the activities and information in this handbook will do is to help you work with your buddy as they learn more about themselves. You will learn why they smoke. You will learn what they need to do to get through their days without having a smoke. And you will learn how to help them do this.

It's great you are the kind of person who is willing to give your time and effort to help a friend.

In the first year of *No More Butts!*, 95% of buddies wrote that they would recommend being a buddy to other people. Why? Buddies said

- "you get to help a friend"
- "it makes you feel good being able to help someone"
- "for your friend's health"
- "it's a lot of fun"
- "you learn lots of useful information"
- "it makes you never want to smoke"
- "it made me a more patient person"

You make a difference.

Let's get started.

No More Butts! Program Outline

What is it?

No More Butts! is a peer-led, stop smoking program for students in grades 10–12. In its first year, *No More Butts!* helped 81% of the people in the program on Quit Day: 43% were smoke free and 38% had cut down by half or more by the end of the program.

Is it for you?

No More Butts! is open to grade 10–12 students who

- smoke at least one cigarette a day
- smoked daily for at least the last 3 months
- have not started quitting before the start of the program
- are not using nicotine replacement therapy—the patch, gum, inhaler, spray, or pill

Can you make it?

There are 15 meetings at lunch for 7½ weeks.

Meetings will be held on _____ (DAY) s and _____ (DAY) s, at _____ (TIME), starting on _____ (DATE), in room _____.

Meetings are up to 40 minutes long. If you must miss some class time because of the meeting, it will be an excused absence as long as you give an attendance ticket to your teacher.

What it's like

Meetings are lead by high school students who have been trained as group facilitators.

The meetings consist of activities focused just on you—in a booklet you keep—and activities and discussion with your buddy, or with small and large groups.

What you need

If you want to quit, you will need to find a friend who is willing to be your buddy and support you by coming to all 15 meetings. The friend you chose cannot smoke, has to have been smoke free for at least 6 months, and must be able to support you outside the school day.

In the first year, participants said "my buddy" was very helpful, and kept me coming to the meetings. And don't be afraid to ask someone to be your buddy—95% of the buddies said they would recommend to others that they be a buddy. Their reasons?

- "you get to help a friend"
- "it makes you feel good"
- "for your friend's health"
- "it's a lot of fun"
- "you learn lots of useful information"

We have booklets, activities, participation awards, and prizes for buddies too.

You could win

Everyone who quits is already a winner, but we also have some prizes for extra incentive. To be eligible for a draw to win one personal CD player per school, you must quit on Quit Day (Meeting 7) and must be absolutely smoke free for at least four weeks. If you win the CD player, then your buddy wins a $20 music store gift certificate. We may ask buddies, staff advisers, and fellow participants to verify your smoking status before the CD draw. If a peer leader or staff adviser has seen you smoke, you will not be eligible for the draw.

A slip or relapse will disqualify you from the CD player draw, but not from the program. Staying smoke free for any length of time is a big success and we want you to continue to be part of the group as long as it's meeting your needs. Participation and effort are important. Everyone who stays with the program will be rewarded at Meeting 7 and 15.

Continued on the next page

Anyone smoke free for at least two weeks, and any buddy who participates in 12 or more meetings, will be eligible for a draw to win one of four $20 music store gift certificates per school.

What we will cover

To give you an idea of the kinds of things in the meetings, here are the meeting titles:

1. Getting It Together as a Group
2. Why I Smoke
3. Pros and Cons of Smoking
4. Triggers to Smoke and How to Cope
5. Signs of Recovery and Dealing with the Nic Fits
6. Quit Day Preparation
7. Good-bye to Smoking—It's Quit Day!
8. Freedom 24 and Tips to Keep Not Smoking
9. Stress Busters
10. Learning from a Slip
11. Benefits of Being Smoke Free
12. Media Watch
13. The Truth About Smoking
14. Celebration Preparation
15. Farewell Celebration

The Role of a Buddy

Having a buddy to give support is a very important part of the program.

Did you know?

- Support is one of the most important factors in quitting smoking and not starting again (relapsing).
- Smokers who have support from others improve their chances of success.
- Relationships can be improved when friends help each other.
- People who give support to others trying to quit smoking reinforce their own belief in quitting.

What is a Buddy?

A Buddy is ...

caring and helpful
understanding
patient
respectful
positive
someone who believes in their partner

A Buddy does not ...

give advice or tell their partner what to do
criticize
nag
make you feel guilty
show impatience
brag

Continued on the next page

How to Be a Buddy

__ Ask "How can I be most helpful?" and then follow through.

__ Be available to listen and talk.

__ Remind your friend of their reasons for wanting to quit.

__ Talk about the benefits of quitting: extra money, freedom, and feeling good about themselves.

__ Hang out with them in non-smoking areas and events.

__ Practise deep breathing with your partner.

__ Help plan for Quit Day—plan to do something together.

__ Help avoid situations where your partner might be tempted to smoke.

— Be there for ongoing support.

— Don't give advice or make the person feel guilty or ashamed. Turn slips into learning experiences. Focus on success not failure.

— Don't offer them smokes.

__ Help celebrate each week and month they are smoke free.

Write how you can be most helpful to your partner here:

No More Butts! participants were asked "What parts of the program were very helpful?" and "What kept you coming to the meetings?". Their top two answers to both questions included "my buddy" and "buddy support." You make a difference.

Tobacco Facts

- 73% of Nova Scotians aged 15–19 *don't* smoke. (2001)
- "The base of our business is high school students." (Lorillard tobacco company memo)
- 7 out of 10 teens who smoke want to quit.
- 8 out of 10 teens say that they would not date someone who smokes.
- Smoking can cause impotence in men and reduce fertility in women.
- Cigarette smoke contains 4,000 chemicals including those found in rat poison, rocket fuel, toilet bowl cleaner, and formaldehyde—more than 50 cause cancer.
- Nicotine is the most addictive drug in existence.
- "Very few consumers are aware of the effects of nicotine, its addictive nature and that nicotine is a poison." (Brown and Williamson tobacco company memo)
- Cigarette manufactures added ammonia (window cleaner) to tobacco to enhance the effect of nicotine on the body.
- 3 out of 4 Marboro men died of cancer.
- Smoking while taking the pill makes it 10 times more likely that you could have a heart attack or stroke.
- By not smoking, you send a powerful message to younger people, which helps *them* make the decision to be smoke free.
- Why do smokers cough when they stop smoking? Because their lungs and air passages are cleaning themselves out.

Continued on the next page

Because second-hand smoke is harmful, many workplaces in Nova Scotia are smoke free, and many public places such as malls, restaurants, and airports are moving towards being completely smoke free.

Lee Iacocca drives a Chrysler, the chairman of Pepsi drinks Pepsi, the chairman of Nike wears Nike, but Michael Miles of Phillip Morris and Larry Tisch of Loews don't use the products they're pushing. They don't smoke any brand of tobacco.

When asked why R.J. Reynolds tobacco company executives did not smoke tobacco, an executive replied, "We don't smoke [it], we just sell it. We reserve that for the young, the poor, the black, and the stupid."

You asked for it—check out these websites for more effects of smoking and pictures of what smoking does to the body:

- http://www.smokingsucks.ca/gross_out/index.html
- http://www.tobaccofacts.org/o2zone1.html
- http://www.tobaccofacts.org/media/pchild/poster-child-fullsize.jpg
- http://www.nobutts.ucsd.edu/interactive/default.asp

Joe Chemo, Smoke Free Educational Services

Telling It Like It Is

Some Consequences of Smoking	Some Benefits of Quitting
Appearance	**Appearance**
bad breath—many people don't like kissing smokers	after 2 days your breath, hair, fingers, and teeth are cleaner
stained teeth	your teeth may need to be professionally cleaned less often. This saves money.
stained fingers	stains disappear
dirty and damaged clothes—ashes and burn holes	clothes look better, have to be washed less often, and last longer
wrinkles—smokers get wrinkles earlier and have deeper wrinkles	
can cause eye problems—cataracts	
Health and Performance	**Health and Performance**
reduced sense of taste and smell	2 days after quitting, senses of smell and taste improve
more colds, flu, and pneumonia	
coughing, wheezing, and phlegm	after 2–4 weeks, the coughing to clean out your lungs will lessen
short of breath—people who smoke a pack a day have ½ a cup of tar deposited in their lungs per year. Can you imagine your lungs like balloons covered with tar? No wonder it's hard to get enough air... and because of the carbon monoxide from the smoke, your blood can't absorb as much oxygen from the air as a non-smoker.	within 8 hours of quitting, the carbon monoxide in you blood decreases and your oxygen levels return to normal
	energy—you'll have more
Stress—nicotine causes hand tremors, tenses muscles, and speeds up and slows down brain activity	nicotine and its by-products are out of your system within 2–3 days of quitting.

Continued on the next page

Some Consequences of Smoking	Some Benefits of Quitting
cold fingers and toes—poor circulation	within 20 minutes of your last cigarette, the body temperature of hands and feet return to normal
heart disease—signs of heart disease and stroke can be found in teens who smoke	within 2 days of quitting, your risk of heart disease begins to decrease
death—approximately half of smokers die from smoking-related illness, such as cancer, heart disease, and emphysema	after 1 year, your risk of heart attack is cut in half
Self Esteem	**Self Esteem**
powerlessness—controlled by the craving for a cigarette	you are in control, no need to go out in the cold or rain to smoke or buy cigarettes
excluded, embarrassed—many workplaces, public places, and homes are now smoke free	you can go any place without being embarrassed, or asked to leave to smoke you increase your chances of meeting new and interesting people
guilty—about disappointing people who care about you such as parents, younger brothers and sisters, coaches, teachers, friends	no more worries about hiding your smoking. No more being nagged to quit. You'll be a great example for younger children pride—in your ability to overcome a challenge like quitting smoking
Money	**Money**
cigarettes/day — cost/year 3 — $ 432 7 — 863 10 — 1,208 20 — 2,417 25 — 3,031	if someone 16 saves the cost of a pack a day, they will have over $15,000 on their 21st birthday. By 56 they would have $121,180. If they invested carefully, at 56 they would have $948,611.
Job Prospects	**Job Prospects**
more workplaces are becoming smoke free. Since people who smoke take more breaks and are sick more, employers may prefer to hire non-smokers	overcoming smoking shows maturity and perseverance, which are qualities employers value

The Four Ds to Deal with Nic Fits

Delay—wait, don't have that cigarette. The urge will pass in 1½–5 minutes.

Deep breathe—Oxygen is a mood modifier, which can energize and relax the brain. You should notice a change after 5 deep breaths.

- Take a deep breath in through your nose for 5 seconds filling your stomach, ribcage, and chest with air. Breathe out through your mouth or nose for 10 seconds.
- If you feel dizzy, stop and move your arms to use the extra oxygen. With practice your body will get used to the extra oxygen. Every time you crave a cigarette, take a gentle deep breath. Within 5 breaths the craving will lessen … and you can deep breathe anywhere.

Drink water—lots of it. Water helps remove nicotine from your body.

Sip slowly and hold the water in your mouth before swallowing. Stay away from coffee, tea, and cola drinks for awhile, because caffeine may trigger your urge to smoke, and without nicotine, your body absorbs twice as much caffeine.

Do something else, like relaxation activities to reduce stress and tension.

Str-r-r-retching

- Stop what you are doing. Breathe in. Breathe out and relax your jaw.
- Reach over your head with your right arm and move it toward your left shoulder. Hold for 5 seconds.
- Reach over your head with your left arm and move it toward you right shoulder. Hold for 5 seconds.
- Drop your shoulders and let your hands hang down by your side.
- Lift you shoulders towards your ears and hold for 5 seconds. Drop your shoulders and relax for 10 seconds. Repeat 2–3 times.

More relaxation excercises on the next page

- Slowly turn you head to the left and hold for 10 seconds. Slowly turn your head to the right and hold for 10 seconds. Then rotate your chin in a circle three times one way, and then three times the other way.
- Breathe in slowly for 5 seconds. Breath out, like sighing, through your mouth for 5 seconds.

Tighten and Relax

You can do this sitting, standing, or lying down. Tighten every muscle in your body, from your toes to your face. Hold the tightening for 10 seconds. Then relax. You can do this relaxation exercise anywhere.

Review your most important reasons for not smoking and write them on a card that you keep with you.

Listen to music

Read

Chew sugarless gum

Go somewhere smoking isn't allowed—a movie, library, mall

Do a physical activity you enjoy.

Change your routine.

Concentrate on something positive.

Talk yourself out of the urge.

Talk to a friend.

Take a shower.

Doodle.

A Quick Guide to Doing Something Else

Read the "Trigger Situation" column and circle the triggers you have. If there are other things that trigger your urge to smoke, write them in the empty boxes at the end of the chart. *The chart continues on the next page.*

Then make this your own plan by writing in what you will do to cope with *your* triggers to smoke in the "I Will ... " column (from the group activity, "other choices/actions" column, your own ideas, or discussion with your buddy)

Trigger Situation	Other Choices/Actions	I Will ...
Going to the mall, school, or other places where smoking happens	Stay away from the smoking area. Go to smoke-free malls, movie theaters, and restaurants.	
Party	Visualize yourself not smoking at the party. Use positive self-talk by reminding yourself that smoking just one cigarette will hurt. Avoid alcohol.	
After a meal	Brush your teeth and tongue (it makes smoking less appealing), go for a walk, or take deep breaths.	
Talking on the phone	Doodle. Keep your call brief. Tell your friend that you can't talk long because it makes you want to smoke.	
Bad news	Do deep breathing. Get support by calling a friend. Express your feelings. Use positive self-talk by reminding yourself that smoking will not make it better.	
Bored	Listen to music, read, keep your hands busy—play with a pen, pencil, stress ball.	

Trigger Situation	Other Choices/Actions	I Will ...
Anger/arguments	Take deep breaths. Use positive self-talk by reminding yourself that smoking will not make it better. Talk about your feelings.	
Stress—Is it best to avoid, accept, or alter the situation causing you stress?	Take deep breaths if you can accept or avoid the situation. Do other things you enjoy—listen to music, go for a walk, shoot some hoops. Remember, smoking does not reduce stress. If you have to take action to change the situation causing the stress, do it. Ignoring the situation usually won't make it go away ... and could add more stress to your life.	
With friends who smoke	You may need to avoid being around friends who smoke for a while, just until you feel confident you can say no to smoking. Ask them not to offer you cigarettes. Think about and visualize yourself as a fun-to-be-with non-smoker.	
Coffee or other caffeine drinks	Cut down for at least the first few weeks because without the nicotine, your body absorbs twice as much caffeine. Drink milk or fruit juice, which make smoking taste bad, or water.	
Tired	Do deep breathing, tightening and relaxing. Do a restful activity. Get more sleep. Try for 9 hours a night, and go to bed and get up the same time every day.	

Source: Australia Ministry of Health http://www.quitnow.info.au/quitterspage.html

Handling Withdrawal Symptoms & Signs of Recovery

Withdrawal symptoms are signs of recovery—proof your body is breaking its dependence on smoking and returning to its normal state.

You may feel these symptoms:	Ways to cope:
Hunger—if you plan for it, you won't overeat and put on weight.	Take control of your appetite—don't replace cigarettes with food. Try sugarless gum instead of candy or sweets. Choose healthy snacks such as fruit, vegetables, unbuttered popcorn, lower fat yogurt, milk. Drink 6–8 glasses of water a day.
Dizziness—this happens as you adjust to a normal oxygen supply. It will pass in 2 days to 2 weeks.	This happens because of the increased oxygen that your brain is getting once the carbon monoxide from smoking is gone. Allow two weeks for these symptoms to disappear.
Can't get to sleep—this may last 2–3 weeks. Nicotine affects brain wave function and may have changed your sleep patterns.	Warm baths, warm milk, and deep breathing help. Cut back on caffeine. Get some exercise, but not just before bed.
Feeling restless—a good sign. Your body is recovering and has more energy.	Take some deep breaths. Be more physically active. Cut down on chocolate, coffee, tea, and colas—they all have caffeine.
Spaced out, trouble concentrating—this is probably carbon monoxide withdrawal.	Try deep breathing to increase oxygen to the brain. Step up your level of physical activity for the same reason.

Continued on the next page

Constipation—part of your body's re-adjustment to no nicotine	Be sure to eat enough vegetables and fruit. Try a bran muffin or bran cereal. It is important to increase the amount of water you drink.
Coughing—your lungs are cleaning themselves out. It may last 2–4 weeks.	Drink lots of water. This will pass in a few days. If it gets too bad, try cough drops to soothe your throat.
Itchy or tingling scalp, hands, or feet, or sore gums—smoking harms blood circulation. As it returns to normal, the blood vessels carry a richer oxygen supply, and can make you feel itchy or sore.	These feelings are caused by improved circulation due to nicotine leaving your body. These sensations will stop as your body returns to normal.
Tense, edgy, irritable—this is the most common reaction and may last 1–7 days.	Relax. Take some deep breaths. Do the relaxation activities and stretching. Be more physically active.
Craving or wishing for a cigarette—intense craving may last 1–7 days	Deep breathe and let it pass. Initially it may last 1½–5 minutes. As the time since smoking gets longer, the craving time gets shorter. The urge also gets weaker.
Sad, "blue," or depressed—these feelings may last 2–3 weeks.	Your body is adjusting to not having the artificial high from nicotine and you may feel like you are missing something. Most people find they return to normal in a few days. If these feelings don't go away, or you feel really depressed, talk to your doctor, parent, or guidance counselor. Physical activity is a way to reduce this sign of recovery. To get started go for a brisk walk.

Planning to Quit for 24 hours—Practice Quit Day

Prepare for temptations—look ahead in your school agenda and social plans to identify situations that may tempt you to smoke such as tests, parties, or certain events or times of the day. Then prepare for them. If it's a party, avoid going to the first few, or ask your friends not to give you smokes. Practice saying "no" if someone offers you a cigarette. "No thanks, I'm trying to quit." or "Go ahead, I'm just going to talk to someone here."

"A goal that is not written is just a wish. Writing a goal down is 10 times more effective than just thinking it"—Sean Covey author of *The 7 Habits of Highly Effective Teens*

My practice quit day is .....

This is what I am going to do to avoid, or cope with, my triggers to smoke on my practice quit day:

1. .....
2. .....
3. .....
4. .....
5. .....

In case of cravings I will

1. .....
2. .....
3. .....
4. .....
5. .....

Continued on the next page

Pack a personal survival kit to have with you after your last cigarette—a water bottle, sugarless gum, a toothbrush, your reason for quitting, and a picture of someone who will be happy you quit. We'll give you a stress ball on Quit Day.

This is how my buddy will support me:

1.

2.

3.

4.

5.

This is how I will celebrate and reward myself for not smoking for 24 hours:

We believe what we tell ourselves. Be positive!

Visualize yourself as a ex-smoker.

Use your plan.

Ask your buddy and others for support.

Believe in Yourself.

If your friends or family smoke, ask them not to

- smoke around you
- offer you a cigarette
- leave cigarettes where you can find them
- tease you about not smoking

Planning for Quit Day

"A goal that is not written is just a wish. Writing a goal down is10 times more effective than just thinking it."—Sean Covey author of *The 7 Habits of Highly Effective Teens*

My quit day is: _____

This is what I am going to do to avoid, or cope with, my triggers to smoke:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9 _____
10. _____

Continued on the next page

In case of cravings I will

1.

2.

3.

4.

5.

This is how my buddy will support me:

1.

2.

3.

4.

5.

This is how I will celebrate and reward myself for not smoking. I can use the money I used to spend on cigarettes if some of my rewards cost money.

We believe what we tell ourselves. Be positive!

Visualize yourself as a ex-smoker.

Use your plan.

Ask your buddy and others for support.

Believe in Yourself.

How I Will Help My Friend Stop Smoking

Here are some ways you can support your friend after they stop smoking:

- Let your friend know that you are really happy they are quitting.
- During the first few days make yourself available, either by phone or in person. Be prepared to listen to hostile or angry feelings—don't counsel, just listen. Your friend may be reacting to the stresses of withdrawal by lashing out.
- Smoking is a habit that took a long time to learn and it can take a long time to change. After the first few days the worst should be over. Arrange to see your friend regularly for several weeks. Your commitment is important.
- Help your friend to stay away from smokers, and away from cigarettes, as much as possible. Avoid situations where it would be too easy for your friend to have "just one."
- Encourage your friend to talk about what they are feeling or experiencing. Listen supportively, without judging.
- Surprise them with an unexpected little gift, or take them to dinner after the first week or month smoke free.

(Adapted from COMMIT to a Healthier Brant)

Continued on the next page

Work together to write in the answers to the following questions.

Buddies, ask your partner:

How can I show my support as you stop smoking?

What can I do to help you avoid/cope with the possibility of weight gain after you quit?

How else can I help you not to smoke?

What kinds of rewards could I give (that don't cost money)?

Buddies, ask yourself:

What will you do if you get impatient with your partner when they are coping with withdrawal symptoms? (The Four Ds, positive self talk, and stress balls can work for buddies, too.)

Changes Your Body Goes through When You Quit

20 minutes

Body temperature of hands and feet return to normal.
Blood pressure drops to normal level.
Heartbeat slows down and pulse rate drops to normal.

8 hours

Carbon monoxide in your body drops and oxygen returns to normal levels.

24 hours

Your body rids itself of carbon monoxide.
Oxygen level in blood increases.

48 hours

Nerve endings start regrowing.
Lungs may be removing mucus; you may be coughing more for several weeks.
Ability to smell and taste increases to normal levels.
Your chance of having a heart attack starts to go down.

72 hours

There are no more nicotine and nicotine by-products in your body.
Bronchial tubes relax; if undamaged this will make breathing easier.
Lung capacity increases.

2 weeks—3 months

Walking becomes easier.
Blood circulation improves.
Lung function increases by up to 30%.
If you're male, your sperm count will increase to more normal levels.
Within three months, your lungs re-gain the ability to clean themselves.

1–9 months

Coughing, tiredness, sinus congestion, and shortness of breath improve over a number of weeks.
Cilia can grow back in the lining of the lungs, increasing ability to handle mucus, clean lungs, reduce infections.

12 months

Your risk of dying from heart disease is half that of someone who smokes.

Changes I am looking forward to:

Feelings about Quitting Smoking

An important part of the quitting process is learning how to express your feelings. It's important to remember when doing this that feelings are neither good nor bad. They simply are, and people need to accept them.

Quitting smoking is a major change that may come with strong feelings. It is very common to experience intense emotions for several days or weeks after quitting. Quitting smoking may bring mixed feelings for you. Part of you is ready to say good-bye to cigarettes forever, while the other part is worried about being able to live without cigarettes. You may be sad about leaving behind the friend that cigarettes have become. It's normal to feel this way.

You may feel angry at the world for having to give up something that gave you pleasure or sad because you feel that no one understands your loss or how deprived you feel. It may help you to know that these are common feelings associated with loss. People generally feel some form of denial at first. You may think "Maybe I don't really need to quit smoking now. I'm not doing that much damage to myself." Or you may not acknowledge the difficulties associated with quitting. Not everyone will experience denial in these ways. Sometimes it is felt as a numbness.

The longer you quit smoking, the more comfortable you will feel about not smoking. This is the acceptance stage of loss. Your anger and sadness will begin to subside and you may have a growing feeling of pride about quitting.

When you first quit smoking, you need to learn how to handle your feelings about quitting without having a cigarette. You may need to change your thinking from the idea that a cigarette would help you, to talking about your feelings with others. If you give up the idea that "smoking makes it better," you will be less likely to go back to cigarettes during stressful times. Confront your feelings and the urge to smoke with the 4Ds and positive self-talk.

Remember that no matter how long you quit smoking—whether a few hours, a day, a week, or a few months—you are always better off for having done so because each attempt at quitting increases your chances of success.

Adapted from: Holmberg-Schwartz, D. *Catching Our Breath. A Journal about Change for Women who Smoke.* Winnipeg: Women's Health Clinic, 1990.

Doing Something about Stress

"Give me the serenity to change what I cannot accept, accept what I cannot change, and the wisdom to know the difference." *Adapted from* The Serenity Prayer *by Reinhold Niebuhr*

There are four main ways to handle stress:

1. Change the situation

- Ask for help.
- Talk to a friend.
- Go for a walk.
- Take "time out."

2. Change your self-talk

- "I can learn to express my point of view."
- "I can solve problems."
- "I can learn from my mistakes."
- "I can change."
- "I am capable."

3. Change your body's reaction

- Deep breathe.
- Do relaxation exercises.
- Go for a walk.
- Use a stress ball.
- Buy a puzzle ring.

See next page

4. Change your lifestyle

- Eat well.
- Get enough sleep.
- Get regular physical activity.
- Develop/seek supportive relationships.
- Avoid drugs such as caffeine and alcohol.
- Practise a regular stress management technique (deep breathing, relaxation, imagery).

Next time you're in a stressful situation or feel depressed, try one of the following:

1. Talk it over.
2. Make a plan.
3. Do something.
4. Be good to yourself.
5. Work up a sweat.
6. Try to keep things in perspective.

Now use this information to complete the activity on the next page.

In the columns below,

1. List the main sources of stress in your life.
2. Then think about how much control you have or want to have over each of these sources of stress, and rate each one on the following scale:
    1. **Avoid**—I can get rid of the stress
    2. **Accept**—I can learn to cope with the situation as it is
    3. **Alter**—I can make changes to reduce the stress
3. Finally, write down ways you can manage each stress.

	Source of Stress	**Stress Level 1, 2 or 3**	**I can manage the stress by**
example	test	3	stay home and study, go for extra help
	going to smoking area	1	go somewhere else

What Do You Think?

The following article came from the *Muse*, a university paper out of St. John's, Newfoundland. Read it over.

Student Councils take Tobacco Money

by David Cochrane, the Muse.

ST. JOHN'S, Nfld. (CUP)—Student councils in Atlantic Canada are drawing criticism from anti-smoking activists for promoting rock concerts sponsored by a major tobacco company. Rock band Spirit of the West is swinging through the East Coast on a university tour financed by Belvedere Rock, a promotional wing of tobacco conglomerate Rothman's-Benson and Hedges.

Anti-smoking activists say the promotion is a deliberate attempt by the tobacco company to publicize its products to the youth market. "I think this is an example of how tobacco companies are using sponsorship activities to very successfully promote a desirable image of their product and to ensure that it is distributed among young people across Canada," Heather Selin of the Non-Smokers Rights Association said. "They think that sponsorship advertising is just as effective [as direct advertising] and more politically saleable."

The Belvedere Rock tour will make stops at the University-College of Cape Breton, as well as Mt. Allison, Dalhousie, St. Francis Xavier and Memorial University.

Memorial's student council says it can justify holding the event because it will make a profit. "I'm being asked to bring entertainment on this campus and I'm trying to do it in the cheapest manner possible," said Keith Clarke, CSU vice-president executive.

Dalhousie's student council also views the matter of holding the tobacco-sponsored concert as a business decision, not an ethical one. "Basically we're a venue and they're providing student entertainment," student president Brad MacKay said. "We're providing entertainment to students and really entertainment is an issue to us and not sponsorship."

The student councils are getting a cut rate concert out of the deal and most, if not all, of the promotion is being handled by Belvedere. In St. John's alone Belverdere has dropped about $10,000 into advertising, including numerous radio spots and full colour ads on the backs of city buses.

John Macdonald, spokesperson for Rothman's-Benson and Hedges, denies that promoting these concerts is an attempt to get young people to light up. "These are sponsorships that comply with the industry code. People do not start to smoke because of any sponsored events that are promoted or sponsored by our industry any more than they go out and start eating soup" he said. "We have a right to sponsor events and these events have nothing to do with the reasons why people start to use the product."

But Selin says it is the very nature of the event which attracts young people. "This kind of concert and the advertisements for this kind of concert tour are going to draw enormous interest

from people under 19. The youth image around Belvedere is very strong. Its part of the marketing strategy and [promoting concerts] fits into it."

Andrew Cash, a singer/song-writer based in Toronto, agrees concert sponsorships are an attempt to reach the youth market. "The industry wants to get at young people to replace the 45,000 people who die of tobacco-related illness each year," Cash said. But Cash said sponsorship advertising also represents an attempt by tobacco companies to use Canada's needy arts community, which often suffers from a major lack of funding. "I can understand why people would take tobacco money," Cash said. "It's very difficult to make a living in the arts in this country and I think the tobacco companies are very happy about that."

Who thinks what? Fill out the chart below.

Who spoke on this issue?	What did they say about it?	What is their opinion?
Heather Selin, Non-Smokers Rights Association		
Keith Clark, Student Union executive		
John Macdonald, spokesperson for the tobacco company		
Andrew Cash, singer		

Are You a Target?

Are you a target?

Did you ever consider that a company may be thinking of you as a target? The goal of most business is to make money. In order to make money, they advertise their products. Advertising works better if it is designed with a target in mind—teens, for example.

Look at the boy in the picture. He is a target of at least 3 companies.

A) Why did the companies place their ads in this exact spot?

Would you buy cigarettes if this man asked you to? Probably not. Companies want you to think that if you buy their product, you will be like the person in the ad—sexy, cool, happy, and so on.

Spoof ads courtesy of http://www.adbusters.org/spoofads/tobacco/

Look at the ads below. What does the ad company want you to think? The first one is done as an example.

A) In this ad, the people are all friends and they are having a good time. The message would be that if you smoke, you will have friends and have fun.

Did you know that most teens don't smoke? If you put 100 Nova Scotian teenagers in a room, 73 of them would be non-smokers.

B) What is the message in this ad?

C) This is Joe Camel. Who is the target market for this ad? What is the message?

Continued on the next page

D) Here are some "spoof ads" that speak out against the marketing tactics of companies to try and show what tobacco smoking is really all about. What do you think of these?

E) Think of an ad you have seen and describe how you would re-design it as a "spoof ad" that shows what smoking is really about.

Check out these websites to find out what the tobacco industry says about youth and to see how the tobacco industry makes money at your expense.

http://www.getrage.org

http://www.wholetruth.com/

Spoof ads courtesy of http://www.adbusters.org/spoofads/tobacco/

10 Myths about Smoking

1. It keeps you skinny.
While smoking appears to suppress your appetite, and does speed up your metabolism, there are healthy ways to do this. Drink 6–8 glasses of water a day, choose healthy foods, and be physically active at least 60 minutes a day (can be in 10 minute segments). If you're worried that you'll turn into a blob the minute you quit smoking, think again. Studies have found that those people who put on weight gain only 5–8 pounds.

2. Smoking calms you down.
The latest research shows that smoking may make you tense, stressed, nervous, and can lead to panic attacks. A new study found that teens who smoke at least one pack a day have 12 times the risk of panic attacks and five times the risk of general anxiety as nonsmokers.

3. It looks cool.
Many ads depict smokers as the coolest kids on the block, but smokers often feel socially awkward. Cigarettes might make it easier to start a conversation or bond with people, but don't you want your friendships to be based on something like laughing at the same jokes or liking the same music?

4. It's sexy.
Smokers are often portrayed as glamorous people who look sophisticated when they smoke. But the truth is, there's nothing attractive about the stench. Your breath stinks, your hair and clothes smell gross, and no amount of perfume can cover it up. There's also that alluring hacking cough, and you are more susceptible to colds and viruses. Smoking causes your skin to wrinkle and sag prematurely, stains your teeth and fingertips a dirty yellow, and can make the rings under your eyes much darker. Lovely!

5. It's a cheap thrill.
Cigarettes are getting more expensive all the time, and they're heavily taxed. A pack-a-day smoker spends $58 a week on cigarettes (based on 2002 price). In one year, the cost of cigarettes adds up to more than $3000, close to the price of a computer, or a trip to Europe.

Continued on the next page

6. It's enjoyable.
"Most people think they smoke because they like the taste of cigarettes and the buzz they get from it," says Alan I. Leshner, Ph.D., director of the National Institute on Drug Abuse. "Nicotine is a stimulant, but over a period of time, it depresses your mood, and the reason why you want to smoke changes. Your brain gets rewired and your priorities shift, so you are no longer smoking because you enjoy it, but because smoking has become your brain's top priority." In other words, you're addicted.

7. You won't get hooked.
Even if you only smoke occasionally, you may still develop a lifelong habit. In fact, 33% of people who ever try a cigarette become addicted—a higher percentage than any other drug around, says Dr. Leshner. "Sure some people are more susceptible to it than others, but twice as many people become addicted as become addicted to alcohol," he adds. And a new study shows that your health is compromised whether you smoke a little or a lot.

8. Cancer won't affect you because they'll find a cure by the time you get older.
It's been over 37 years since the Surgeon General first reported that smoking increases your chances of getting cancer, and "they" still haven't found a cure for it. Lung cancer causes more deaths each year than breast, ovarian, and prostate cancers combined. For those who do get lung cancer, only 14% live. It's hard to detect in its early stages.

9. Everyone is doing it.
That's not true. Only 27% of high school students in Nova Scotia used tobacco products in 2001, and these numbers are going down.

10. Hey, it's only a cigarette!
Okay, so its not like heroin, but nicotine is a controlled substance. Smoking is the number one preventable cause of death which kills over 1600 Nova Scotians a year. Smoking leads to emphysema (the respiratory disease that Christy Turlington was diagnosed with when she turned 31, though she had stopped smoking when she was 26). Even secondhand smoke causes death and disease which kills 200 non-smoking Nova Scotians a year. And the younger you are when you start, the longer you'll smoke.

Source: Marisa Fox

No More Butts! is a peer-led stop smoking program for high school-aged students who smoke daily and who want to quit.

Department of Health

No More Butts! is sponsored by the Nova Scotia Department of Health, Public Health Services and Addiction Services within the District Health Authorities, as well as interested high schools.

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